

## Secrecy on salaries to be tested in court

by Ngaio Crequer

The Association of University Teachers is to bring a test case under the Employment Protection Act, against Lancaster and Manchester Universities because of their refusal to divulge information about the salaries of senior administrative staff.

Mr Laurie Sapper, the association's general secretary, said this week that he had referred the two cases to the Central Arbitration Committee and would ask them to rule that the universities must provide the information.

He said that four or five other universities, while not definitely refusing to give all the information requested, had not fully complied with their request either. However, Manchester University had not answered the association's letter, and Lancaster had refused to disclose details relating to individuals.

## OU changes mark end of an era

Two major changes at the top of the Open University hierarchy were announced this week.

A joint committee of the Open University's council and senate is to be convened to consider the appointment of a new vice-chancellor, following the announcement by Sir Walter Perry that he intends to retire in June 1981.

The announcement, made at a meeting of the OU council in Saturday, took many of the university staff by surprise.

Sir Walter, who was appointed in 1968 as the OU's first vice-chancellor, will be retiring on his 60th birthday. He intends, however, to take a period of accumulated study leave from the spring of 1980 to write another book about the university.

He said: "My job has been the most exciting one in education and I have been very lucky to have had the opportunity of watching over the birth, childhood and adolescence of the Open University. It is now about time for a change in leadership. I think that it will be good for the institution to have an infusion of new ideas and good people to develop some new interests."

Sir Walter joined the Open University from Edinburgh University, where he was Vice-Principal for two years. He was knighted in 1974, and in the same year gave the Rede Lecture at Higher Education for Adults—where more means better.

He is an honorary graduate of the

Mr Sapper said, "This is not secret information. There is no reason why it should be withheld. We want to see in each university what the staff grading levels are."

The AUT wants to ensure that universities have a proper ratio of senior to junior staff. The Employment Protection Act 1975 gives trade unions the right to certain information to carry on collective bargaining.

Manchester University this week declined to comment. Mr Stephen Jeffreys, Lancaster University Secretary, said that the university had felt unable to supply information about individual positions without the consent of the people concerned, because it was personally confidential. The Act excludes personally confidential information.

The Central Arbitration Committee will now have to decide if the universities have a case to answer and call for an informal meeting of the parties.



Lord Briggs

University of Maryland in the United States, which has established strong links with the Open University in Britain.

The new Chancellor of the Open University is to be Lord Briggs, Provost of Worcester College, Oxford. He will succeed Lord Gardiner, the former Lord Chancellor, who has held the post for six years.

Lord Briggs, a former Vice-Chancellor of Sussex University, was appointed at a special joint meeting of the Open University's council and senate last Friday.

He has been associated with the Open University since its birth, and was a member of the planning committee which established many of the university's present features. As an academic he has featured in many of the university's broadcasts, and he served as a member of the Open University council from 1969 to 1972.

## Fircroft safeguards proposed

by Maggie Richards

Measures to safeguard the liberal content of studies at Fircroft adult residential college in Birmingham have been proposed by the Charity Commission, following disagreement over trade union involvement.

The new proposals come after plans to re-open the college—closed three years after student unrest—were postponed after the Charity Commission's intervention.

The Commission objected to the proposal to give trade union representatives a simple majority on the new governing body, and expressed concern that this would threaten the original concept of the college as an institution offering liberal education to working men—free from political or religious influence.

It is understood that the new proposals by-pass the contentious issue of the simple majority of trade unionists by suggesting that in key areas such as appointment of staff, use of buildings, and the college

curriculum, there should be a more broadly based representation to provide a fair balance.

A spokesman for the Commission would say only that there was deep concern that the college should remain an institution dedicated to adult liberal education.

Details of the new proposals were sent to interested parties earlier this week, but no reactions have yet been received by the Commission. The subject of the proposals was discussed at a meeting of the Fircroft trustees for the three years prior to Fircroft's closure.

Their statement says: "We do not intend to assume that the majority of trade unionists among worker-students would in any way limit their intellectual horizons. There has in fact been such a majority for a number of years. The preponderance of trade unionists in the college merely reflects the position of workers in the country at large."

Before closure the college received more than 80 per cent of its funds from the Department of Education and Science.

Charity Commission to meet this and have also submitted a statement rebutting the claims of the Old Fircrofters' Guild that the trade union representation would endanger the college's focus on liberal education.

In their submission the guild's former students and friends of liberal education element would be swamped by trade unionists.

The group of eight include former governors and the student chairman for the three years prior to Fircroft's closure.

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## University teacher training to undergo major review

by John O'Leary

A major review of teacher training in universities is to be launched next year to supplement a number of recommendations on the content of postgraduate Certificate in Education courses now being considered by the Universities Council for the Education of Teachers (UCET).

The Department of Education and Science has awarded a grant of £65,000 for three years of research under Professor Gerald Barnham, of Leicester. It is expected to provide the first national picture of postgraduate teacher training.

The research was requested by UCET which is anxious to examine UCET courses, since they will provide the majority of newly-trained teachers by 1981. A working party under Professor Gerald Barnham, under the chairmanship of Professor Paul Hirst, of Cambridge University, is in the process of drawing up recommendations on course content.

Although any recommendation approved by UCET would carry advisory status only, it would be a significant endorsement which could be used to force university courses to meet acceptable standards.

The research project, however, is not intended to carry any proposals. Professor Barnham says that teacher education was generally under-researched and the PGCE was the least researched of the three main aims of the PGCE: to assess the differences in training between subject areas and for different types of schools; to discover students' views on the courses and their relation to the problems they face in schools.

A meeting of the 10 universities next month will decide whether to confine the research to their own institutions or, more likely, to carry out a more widespread study.

## Empty places on BED courses

This year's reduced target of 10,000 students on BED courses seemed unlikely to be met this year as almost all courses prepared to start with vacant places.

In the public sector, the traditional last-minute recruitment was taking place, but publicity that there were still university vacancies was said to be cutting back numbers.

Diversified courses in the colleges and institutes of higher education also remained unfilled, but the absence of Government quotas and the potential for late recruitment made these less of an immediate problem.

While most BED courses will shortly accept their last entrants, students will be able to join a number of diversified courses up to the end of next month.

Despite the vacancies, the colleges are generally satisfied with recruitment levels, which are expected to be comparable with last year's figures.

Fears that there would be a drastic shortfall in the college have proved unfounded.

Mr Henry Goverhuts, secretary of the Central Register and Clearing House, said: "I would hope we would move towards the 10,000 target. We are now in a very competitive market for students and we are not sure that we have been able to attract enough."

"I would think that on the whole recruitment has been better for the BED than for the diversified courses because they are older established courses, but some of the colleges have been very pleased with the response for their other degrees."

Places remain on BED courses in most subjects, including English and physical education. Only the College of Ripon and York St John was known to have finished recruiting to its diversified courses.

## OU smallpox alarm cost £13,000

Science equipment costing £13,000 has been destroyed by the Open University, following an alert about a smallpox victim Mrs Janet Parker. The kit was sent by Mrs Parker to the OU's warehouse, containing £1.5m of equipment, at Wellesborough, in Northamptonshire. Medical officials were called to the warehouse to examine the equipment. A member of the OU's administrative staff at Milton Keynes recognized Mrs Parker's name on a list of deceased students.

## NEXT WEEK

Health and safety in universities. The quest for excellence in medical education. The enlightenment hostilities of Voltaire and Rousseau. The fiftieth anniversary of the death of Mary Richmond. John Dunn reviews *Injustice* by Barrington Moore Jr.

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## Y-cs to grasp industrial democracy nettle

Judd and Ngaio Crequer

Chancellors are meeting today to review policy on industrial democracy in the face of mounting pressure from trade unions for representation and official national bar representation and official national bar representation.

The subject heads the list of the agenda for the CVCP's first full meeting of the year and the review comes only a month after a working party concluded that universities should go their own way in the development of industrial democracy.

It is known that the University Grants Committee considered the question in July and then the CVCP document had been sent by the government's own White Paper, based on the Bullock Committee of inquiry on industrial democracy. Many unions have expressed their dissatisfaction with the CP view and feel that universities must change their structures to allow modern representation.

In April, after 18 months' deliberation, a VCP working group put the emphasis on the right of different institutions to do as they please in deciding how to represent their employees on governing bodies should be extended. They held that where non-teaching staff are elected to university councils, they should be representatives of all staff and not just of the trade unions.

The CVCP have emphasized that this week-

end's meeting, in Leeds, is an annual, informal get-together where there will be wide-ranging debate on a number of politically live issues. Other subjects to be discussed, particularly as they may be mentioned in the Queen's Speech at the beginning of the next Parliamentary term, will be student union finance, the 1980s and 1990s, tuition fees and the academic staff structures.

But in the context of industrial democracy and relations, there is some concern at the increasing willingness of unions to resort to legal sanctions to get their way. The Association of University Teachers was able, for example, in the University of London Bill, to get a clause insisting on its rights to be consulted.

With the growth of legislation on matters affecting employment, health and safety, industrial relations and sex discrimination, unions have developed their professional expertise while universities have not. They have been traditionally reluctant to deal with people collectively as members of a union rather than as individuals.

The non-teaching staff unions said this week that they would try to block any legislation which their employers wanted to go through parliament. They will persist in their course until universities give in to their demand that there should be a national grading appeals system for clerical staff. They aim to use the same means to

put pressure on universities over industrial democracy.

The unions involved, representing about 70,000 workers in universities, are the Amalgamated Union of Engineering Workers, the National and Local Government Officers' Association, the National Union of Public Employees, the Transport and General Workers Union, the General and Municipal Workers Union and the Union of Construction and Allied Trades and Technicians.

Mrs Rita Donaghy, chairman of the central council for non-teaching staffs in universities, said: "We shall make it impossible for any university to get a Bill through parliament." The sort of legislation involved would be the recent University of London Bill which tightened up its statute-making powers of the King's College Bill. There are no such Bills in the pipeline at the moment.

The occasions on which universities need to use Parliament in this way are limited. London, for instance, had not changed its statutes for 50 years. Universities have said in response to the demand for a national appeals system that they have good local procedures and national appeals are distorting. They are also concerned to preserve their autonomy.

Mrs Donaghy said the unions did not want to attack academic autonomy but they were prepared to do so if there were no other way of securing a just appeals mechanism.

## Literacy triumphs set against need to widen service

by Maggie Richards

More than 125,000 students have received literacy tuition during the first year of the campaign, but this is only the "tip of the iceberg" according to two reports published today.

The report of the third year of operation of the Adult Literacy Campaign, published by the Association of University Teachers, records the dramatic achievements of the past three years, but acknowledges, in a foreword by Mrs Williams, Secretary of State for Education and Science, that "it is far from being the end of the story—the most it marks the end of the beginning."

In a separate report on the impact of the literacy campaign, Professor Henry Arthur Jones, of Leicester University, and Dr Alan Charnley, research officer of the National Institute of Adult Education, conclude that only the "tip of the iceberg" has been reached, and that the requirement now is for a wider service of adult basic education.

Their recipe for the future is a combination of several ingredients: sustained broadcasting linked to local tuition through a telephone referral service; uniformity of materials; training facilities provided by special publications and local provision; pump-priming finance from Government sources; and publishing and advisory services.

Their report, compiled after extensive investigations in six districts with tutors and students and later visits to 35 of the 104 local education authorities, remarks on the flexibility of services provided, with every attempt being made to meet individual needs.

The individualistic approach com-

ing to be an important facet of literacy work, but, increasingly, group tuition is being introduced at an earlier stage as the signs of the "tip of the iceberg" are seen.

Research also revealed the importance of the personal development and the personal contribution made by members of the student's family in encouraging involvement and continued attendance.

Acknowledging the vital part played in the campaign by the media, and in particular the BBC, the report comments: "It is obvious that the broadcaster must have an integral role in any national development in popular adult education. In this particular enterprise, however, there is evidence that the declared student body is only the tip of an iceberg and that broadcasting has therefore been able to offer only a partial solution to the problem of recruitment."

Even though there was work link in the campaign, it was in not pursuing students through their place of work though must literacy organizers became aware that the workplace was underused as a means of continuing potential students.

This theme is repeated in the Department of Education and Science report on ALRA's third year, which expresses concern that the Manpower Services Commission has so far not responded to the agency's offer of help in educating "by stealth" numbers of young adults with basic literacy difficulties.

The document also repeats concern, voiced in its two previous reports, of the apparent lack of involvement of some further education colleges. "In each of our previous reports we have referred to the notable lack of response from the 16 to 19 age group, and it is noted that any remedying of literacy inadequacies of young people will need to be tackled as part of the acquisition of vocational skills."

Discussing other gaps in provision, the report notes that the campaign has had to demand for aid with numeracy and English as a second language, but it is suspicious of over-rapid progress: "We note that many authorities now refer to such a service which embraces literacy, numeracy and English as a second language."

"At first sight, and in principle, this would seem to be an encouraging development. We are, however, aware of the danger of too precipitate and too facile a change which

## Contents

### Proletarian myth



John Dunn reviews *Injustice* in which Barrington Moore questions the myth of the revolutionary role of the proletariat, 12

### Voltaire and Rousseau

Robert Wokler reflects on the differences between these two giants of the French Enlightenment, 9

### Back to Robbins

The *THE* argues that the binary policy should be ended and the university sector extended, Lauder, 31

### Health and safety

Judd assesses the impact of safety legislation following the Birmingham smallpox outbreak, 8

### Maths and physics

Linear algebra, fluid mechanics, and orbital motion are among the subjects of new books on mathematics and physics, 16-19

### Uruguay

The military regime is tightening its control of the nation's university, John O'Leary reports, 7

North American news	5
Overseas news	6
Books	12-19
Noticeboard	20
Don's diary	30
Leaders	31

continued on back page



## Study is key to getting on, secretaries told

by Nigam Crequer

Degrees and professional qualifications are the key to opening up career prospects for "secretarial misses" according to a survey of London employers.

The clear message for those women who want to move on from office backwaters is "back to your books". The conclusion of the survey, carried out by Kay Sykes Partners Ltd., an employment agency, of Golden Square, London, is that secretaries must be given equal opportunities for promotion and they should not be regarded as a disadvantaged species in terms of career development.

Mrs Kay Sykes, managing director of the agency, said: "Employers said they would promote secretaries if they were suitably qualified. In the business world that means qualifications, professional qualifications and degrees. By giving recognition to the enhanced ambitions of women generally, and secretaries in particular, firms will put themselves into

suitable vantage points from which bright girls can assess prospects." She said it was not sufficient simply for girls to enhance their own technical skills and become better secretaries. It was a false trail to push for work delegation, job satisfaction and the exercise of responsibility generally. These, although not bad things, were not a substitute for better career prospects.

According to the survey, 41.5 per cent of employers put career expectations at the top of the list of reasons for the shortage of secretaries in central areas. Another 24.5 per cent pointed to lack of delegated responsibility and involvement in decision-making and 66 per cent diagnosed lack of ambition.

A large number of firms said that former secretarial staff had gone on to take management jobs within the company. Nearly two thirds said that in considering promoting secretaries to other jobs they gave preference to educational qualifications.

## '1990s' ignorance condemned

by Patricia Santinelli

The "almost total ignorance" displayed in the Government's report "Higher Education in the 1990s" about the rapidly increasing demand for higher education among women, has been condemned by the Equal Opportunities Commission this week.

The commission sees the failure of higher education to provide for women and mature entrants as evidence of the narrow base upon which the present system is constructed.

It is concerned that a golden opportunity to redistribute more equitably the benefits conferred by higher education should not be passed over. "We urge that this chance to explore the reasons and remedies for women's relatively disadvantaged position is not lost", it states.

On those grounds the ECC has rejected Models A, B and C since

it believes that the restriction of opportunities entailed by their adoption would put female and particularly part-time staff, as well as prospective students, at a greater disadvantage than their male counterparts and would not result in any change in the philosophy of higher education.

For similar reasons it opposes Model D as presupposing the continuation of a "broad pattern of entry" which it says has in the past adversely affected the entry of women into higher education.

Model E is the only proposal the commission is prepared to consider seriously, but it warns that any steps taken along these lines should not be as an expedient to fill "spare" places but as part of a long term and overdue policy commitment to ensure equality of opportunity.

The commission believes that Model E should be developed to make higher education opportunities not only attractive but accessible to women, for many of whom long periods of continuous study are im-

practical because of domestic responsibilities.

It recommends that higher education establishments should adopt a more positive attitude towards the type of applicant and the type of course. Education Science should consider part-time courses and modular part-course credit systems, credits could be transferred between disciplines and between institutions.

Immediate consideration should be given to restructuring award system to accommodate women.

The BOC advises institutions to look carefully at child care facilities. It urges the DES, the Scottish Education Department and local education authorities to encourage establishment of college crèches, providing adequate support. This will have to become a core place as centres for the equal opportunity and opportunity is a reality, it says.

Wider dissemination of information about educational opportunities is also recommended.

## Coordinated 16-19 learning proposed

Major plans for a mandatory "programme of learning experience" for all school leavers until age 19, to be coordinated and financed by a new Vocational Preparation Council are outlined in an Association of Principals of Colleges' discussion document.

The document "Variety or Chaos" deals with the education and training of the 16-year-old school leaver. It highlights the present confused situation facing young people at that stage, arising out of the complex and insufficiently coordinated range of provision and standards of financial support which exist.

"This would not have arisen if education and training for the 16 plus school leaver had been looked at, from the start, as complementary parts of a single process of vocational preparation as they are in the case of the professions", the document states.

The proposed programme's main aims are the development of the individual's potential and the production in young people of the necessary skills and attitudes for work at all levels of industry, commerce and the public service. To achieve these objectives it would encompass skill acquisition, academic and personal development.

Colleges of further education's vocational programmes, provided that they met these criteria, would be allowed to continue while youngsters in employment would be offered a phased system with an obligatory first stage for all new entrants to a job.

A completely new further education programme would be set up by colleges for "uncommitted" students and would provide an introduction to working life, include a diagnostic element and lead to a recognised qualification. Finally, activity workshops would be set up for the disadvantaged and handicapped not wishing to attend college.

Financial support for all young people following an approved programme would be provided at a flat rate with supplement for those in employment—it is suggested that in the latter category an incentive to attract apprentices could be provided by replacing the present "wage for age" scheme by "wage for skill".

The introduction of this standard rate is seen as one of the main tasks of the proposed new council. It is recommended that it should evaluate as a matter of urgency the possibility of introducing a suitable flat rate "wage" or maintenance

allowance by redistribution of available finances.

The APC sees the new council not so much as a merger of the Department of Education and Science and the Manpower Service Commission but as a synthesis of some of the functions both bodies undertake in post-16 vocational preparation.

To ensure that it has an adequate status and independence the document recommends that its chairman should be a new Minister of State drawing responsibility and powers from both the DES and the Department of Employment. This would include the control and allocation of centrally provided finance.

Representatives would include the education and careers services, local education authorities, the MSC, industry and commerce and the unions. At local level vocational preparation councils should be set up to cover areas closely related to the newly formed MSC local executive committees. Representatives should be broadly similar to that at national level with the addition of representatives from the Regional Advisory Councils, the APC and the National Association of Teachers in Further and Higher Education.



The National Book League's biennial exhibition of the best contemporary book design and production contains books from 1977. The exhibition, in Albemarle Street, London, runs until October 6.

## Design teaching criticized for stamping out flair

by Clive Ashwin

British design education came in for severe criticism last weekend from Mr Tom Karen, a leading industrial designer.

Speaking at the annual conference of the Design History Society, held at the University of Kent, Canterbury, he said recently qualified designers were keen to convince that they had a good grasp of engineering. They realized that research was important and that problems needed to be solved in a methodical and analytical manner. They had a highly developed social sense. "All that is very admirable", he said. "But after up to five years of design training, they cannot draw with any kind of competence; they cannot handle form with confidence or conviction; they have no colour sense."

Mr Karen argued that the desire to guarantee academic and profes-

sional respectability for design education was tending to produce designers who were technically competent but lacking in flair and sense of style. Student designers did not bring down to earth their own technical competence, he said. Opportunities should be seized rather than limited and there should be greater freedom in instinct and intuition.

Professor Gillo Dorfles, an Italian aesthetician, provided a conference with a perceptive critique of contemporary design. Much of our environment, he said, was identifiable as the work of a single man, the designer. He had been unable to locate the designer in the conference building. "There is a need for the democratization of products and design," he said. Professor Dorfles suggested that much contemporary design lacked any apparent purpose or end.

## London restores CDP funding

The Committee of Directors of Polytechnics is to have its funding restored following an about-turn in the policy of the Inner London Education Authority, which suspended its routine payments to the body in July.

At this month's meeting of the authority's further and higher education subcommittee members voted to restore the CDP grant and authorized a £31,750 payment to cover the running costs of the secretariat for the current year.

But members are continuing to press for a review of the funding arrangements of the CDP. The authority's education officer, is to

conduct an investigation about the future of the body.

Among the reasons cited for the ILEA's original decision to suspend payments to the CDP were the body's lack of a clear purpose, its lack of a local government and its lack of a public interest.

The ILRA has now been given a copy of the polytechnic report. A recommendation by officers that future payments to CDP be made without approval of elected members was deferred. The results of the review of the funding arrangements



The Chillingian string quartet will be Quartet in Residence at Sussex University this year. They are (left to right) Levon Chillingian (violin), Nicholas Logie (viola), Philip de Groote (cello) and Mark Butler (violin). Their residency begins on October 12 with a first concert at the university's Gardner Centre.

## Medical admissions policy 'thwarts potential students'

by Peter David

Big differences in the recruitment policies of Britain's 31 medical schools result in "handcuffs" of bright school leavers failing to gain places as medical students, a teachers' union claimed this week.

Announcing the publication of a new guide to medical school entrance requirements, the Secondary Schools Association says that many applications are wasted because students do not know about the different attitudes and requirements of different medical schools.

Apart from wanting different subjects and grades in examination, the association says, schools differ in their attitude to students who take a year off between school and university and students below the age of 18.

The order of priorities in an applicant's UCAS form can also be a crucial factor in the chances of acceptance by some schools. As an example the association cites the case of a 17-year-old leaver keen to study medicine in London immediately after taking A levels. If her five choices are the London Hospital, the Royal Free Hospital, Charing Cross Hospital,

St Thomas's and Guy's she is likely to be rejected by all of them either because they do not take students under 18 or because they do not consider fourth or fifth choices, the association says.

The same student applying to Middlesex, St George's, Kings, St Bartholomew's and Westminster would be considered on merit by all of them.

Mr John Sayer, a spokesman for the association, said that publication of the careers guide by the SHA was not intended as a criticism of medical schools but as a reflection on school leavers who do not find out in detail what the different requirements of medical schools were.

The guide, is based on questionnaires answered by the deans of all Britain's medical schools, and gives details of their attitudes to the priorities in UCAS applications, examination subjects and grades required, age of admission, overseas applications, ratelikes and a year between school and degree. Entrance Requirements for Medical Schools. Lt. Secondary Heads Association, 21 Gordon Square, London WC1H 0PS.

## Fall of the university charted

The university can never provide a substitute for that free exchange of ideas between genuinely independent minds on which any civilised society depends, argues Mr Goronwy Rees in the twenty-fifth anniversary edition of the magazine *Encounter*.

Mr Rees, the writer and former principal of the University College of Wales, Aberystwyth, writes that the contemporary university has become directly or indirectly the "subsidized servant of industry and the state".

In any case, he adds, since the middle ages have the universities played any significant part in the intellectual take-off into the unknown that has been Europe's greatest contribution to history.

Mr Rees believes that because of the great expansion in university education the status of the intellectual has changed fundamentally

since the end of the Second World War. Intellectuals of all kinds, humanists as well as scientists, have been drawn increasingly within the ambit of the university.

He adds: "The universities' growing monopoly of the available supply of intellectual talent, which is never unlimited, and of disinterested intellectual enquiry in certain respects represents an impoverishment of the intellectual life of society as a whole."

In the same issue of *Encounter* Mr Anthony Giddens, president of Trinity College, Oxford, looks back wistfully on the universities 25 years ago and their "lack of interestingness." "We have been suffering over the past 25 years from a serious shortage of great school-founding, zeal-producing intellectual heroes," he writes.

Today, he suggests, such heroes are found elsewhere. In economics and sociology the great names of recent years are American.

## How to find your way round library

Help in the acquisition of library skills for college of further education students is provided in the latest report of the British Library Development Series. This lists the best of book and non-book publishing, providing an information service for groups throughout Britain.

Grants from the Home Office, the Culbrenth Foundation and other trusts have guaranteed the project an initial income of £25,000 for three years. A staff of four full-time workers will work closely with the National Union of Students and could be expanded later. The organization was set up with

## Student community project

A new organization was launched today with the aim of making students a major force in community work. The Student Community Action Resources Programme will be based in London and Manchester, providing an information service for groups throughout Britain.

The organization was set up with the support of the NUS conference and it is hoped that individual student unions will contribute towards the cost of a monthly newsletter, the distribution of alternative prospectuses and a number of other publications. It is a limited company which will be run by a steering committee.

Among the ventures planned by SCARP are the opening of a public library containing some 100,000 leaflets, pamphlets and newspapers about social, political and community action, and the establishment of a project to assist with student arts and media activities.

## Doubts on quality of 3-year BEd graduates

by Judith Judd

Some teachers taking the ordinary BEd degree are leaving college ill-prepared both academically and professionally, according to external examiners.

There is a growing feeling of unease about the three-year ordinary BEd suggested by the James Committee on teacher training for those who might have difficulty with the four-year BEd honours degree.

The task of getting students up to degree standard and preparing them for schools is proving too much for some colleges. "The problem has been made worse by the failure of most local authorities to provide an induction year after the degree, a vital part of James' scheme."

Professor F. C. Wragg of Exeter University said this week: "There is a fair amount of disappointment about the quality of people being produced by the three-year BEd. Their work is often only just up to degree standard. There is also anxiety about their classroom work. Colleges have to try and do a three-year degree and professional training with a lot of their weakest candidates."

Mr Malcolm Lee, chairman of the teacher education committee of the National Association for Teachers in Further and Higher Education, said that his association had argued all along for a four-year training programme for teachers. "There are not weaknesses in the quality of students nor in the quality of programmes. There are weaknesses because of shortage of time."

Professor James Egleston of Nottingham University said he felt it was too early to generalize about the success or failure of the BEd ordinary. Examiners reports in his area were fairly evenly divided about the new degree.

It was true that the present degree was fairly young and was being taught in institutions which were teaching at degree level for the first time. There had to be a period in which it settled down.

"The professional degree is a new concept we have to nurture. We have to persuade colleges to do more in the way of professional studies. We have had to persuade them to do things not to serve purely academic needs."

Around half the students on teacher training courses are on the ordinary BEd degree.

## Bristol seeks to bridge gap

A new school of applied social studies has been set up at Bristol University in an attempt to unite the academic study of social administration with the professional training of social workers.

The school is to be headed by Professor Roy Parker, professor of social administration, and Professor Phyllida Parson, recently appointed to a new chair of social work. It will incorporate the social work training courses previously run by

the university's extramural department.

Professor Parker said the revised structure would solve a problem common to several universities of possessing extramural departments duplicating the social work training conducted within the institution.

He said the school would be unusual in having chairs in both social work and social administration, and could lead eventually to the development of much closer relations between the disciplines.

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Edited by John W. Creaser

This edition of *Volpone* is designed to help the reader to deepen his understanding of the greatest play by Shakespeare's greatest contemporary. It contains significant additions to the text, written by the non-specialist in mind. The substantial introduction consists largely of an original critique of the play, demonstrating how Jonson's art is revealed as more flexible and subtle than has generally been perceived. The edition also discusses Jonson the man and the play's date and text, reproduces the exquisite contemporary setting of the lyric "Come, my Colia", and has a brief bibliography.

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## Birmingham science park plan

by Ngain Crequer  
Management consultants are to carry out a six-month study into the feasibility and desirability of establishing an industrial science park in Birmingham.

The University of Birmingham, the City Council and the West Midlands county council have jointly commissioned Coopers and Lybrand Associates Ltd, management and economic consultants, to carry out the work.

The point of an industrial science park is to help to bring universities' skills and resources to bear in a wider environment. It would involve the establishment of a number of

high-technology, science-based industrial activities on a site near to a university or institutions of advanced education with a strong base in scientific and technological research.

Research staff would be able to use local facilities to test particular theories. The site would resemble a park, rather than industrial estate, with landscaping and low density.

There are already industrial science parks at Cambridge, Edinburgh and Warrington although they are more common in other countries, particularly the United States of America.

The three parties involved said in a joint statement this week. "In the past, scientific innovation and

technical inventiveness have been important factors in stimulating industrial growth and prosperity in Birmingham.

"Establishment of an industrial science park in the city could thus form a vital part of the efforts of public and private authorities alike to revitalize and restructure the economy of Birmingham. It is for this reason that the present exploratory study has been commissioned."

As part of the study, there will be a consideration of the potential for fruitful commercial collaboration between academic and research institutions and existing and new industry. From this could follow detailed investigations into the scale and nature of a park and its cost.

## Fresh horizons for adult students

by Maggie Richards

Courses offering mature students non-residential full and part-time study opportunities backed by a strong element of educational counselling present the way ahead for continuing education, according to two of Britain's most eminent adult educators.

In their new book *Learning Later* Dr Edward Hutchinson and Dr David Edith detail the progress of "Fresh Horizons", a series of courses, which were pioneered by Mrs Hutchinson in 1966. The venture is also compared to provision for mature students at two adult residential colleges.

The authors conclude that, in these earlier models, while doing an excellent job, are not adequate to cope with the extra demand that the Fresh Horizons project has proved can be generated.

They point to the higher costs incurred, adding: "Such bare comparisons, leave plenty of room for argument as to whether like is being compared with like, but with a difference in public cost ratio in the order of five to one, the differential advantages of residential over non-residential provision need to be very large, and clearly evident, if any further allocation of public funds for adult education is in prospect."

The book also notes that changing life-styles, particularly among women, are making residential education a less attractive prospect to students.

For the financial year 1975-76, the residential colleges attracted one sixth of the total central government funds for adult education, though the total number of students accommodated was little more than 500.

In contrast, the book says, a Fresh Horizons course offers tuition, tutoring and counselling to about 100 students each year, and its tutors are available to answer inquiries and administer general counselling services.

"When the members of the Russell Committee accepted the need for limited residential provision 'to safeguard the special needs of a minority group', they were properly impressed by past achievement, but singularly unaware of its contemporary inadequacy. To be generous to a few hundred 'late developers' implies no great criticism of the early education that failed them, to admit failure on the order of five to one, the differential advantages of residential over non-residential provision need to be very large, and clearly evident, if any further allocation of public funds for adult education is in prospect."

In emphasizing the importance of counselling services on the Fresh Horizons courses, the authors state: "There are many possible moments of crisis in adult life, at work, in the home, in social relationships, off feelings of inadequacy arising from early educational loss, or today's mounting educational expectations. But they do not call merely for routine information and advice. Deep personal attitudes and feelings are involved, differing from person to person."

They add: "Counselling is a continuous process as a new recruit to learning expands under the influence of developing skills. It thrives best in the atmosphere of learning. The student then needs to ask the question, 'know more clearly what to ask, probes a variety of possibilities with the counsellor and becomes ripe to make a decision. The counsellor follows the exploration, encouraging the process of self-discovery. But whether the problem is the learning situation or not the need exists for more than information to be forthcoming."

"And if counselling needs have been identified within the university and school system how much more are they likely to exist within a 'learning later' adult population?" *Learning Later, Fresh Horizons* by Dr Edward Hutchinson, Routledge and Keegan Paul, price £6.95.

## Business boom forces poly reorganization

by David Jobbins

Rapid expansion of business and management courses has led to a reorganization at Preston Polytechnic. The business and management studies faculty is being split into four schools—each with its own head and the polytechnic has said it may confer the title of professor where "appropriate".

Two headships—accounting and business studies—have already been filled. Interviewing for the other two, and for headships of new schools of social studies and psychology, is still under way.

The total numbers of students in the business studies and management faculty has risen from 279 in 1975-76 to 435 in the past academic year.

Administrators estimate 576 business studies and management students for 1978-79, although enrolment has not yet finished. By 1982-83 they are planning for 755.

From a start in 1974 with one degree course, one HND course and

some professional courses the faculty now offers degree courses in accountancy, business studies, and law, and a part time business studies degree. "This has gone through very rapidly indeed," says the polytechnic's chief administrative officer, Mr Geoffrey Goodwin.

Initially one headship was responsible for the entire department—and for the Lancashire School of Management which coordinates management education throughout the county and the metropolitan borough of Wigan.

On the decision to award the title of professor, Mr Goodwin underlines the fact that the honour will not follow automatically.

"We are being very rigorous about it." Two university professors have been brought on to the interviewing panel as assessors. "We are quite determined and are going to set a high standard and will only award the title where we think it appropriate. We are not going to make appointments unless we are absolutely sure we have the right people."

## Accommodation officers end their strike

by John O'Leary

Accommodation officers at four London polytechnics have ended their strike, which lasted three weeks. It was settled after renewed talks between the National and Local Government Officers' Association, the Inner London Education Authority and secretaries of the polytechnics. Although only four people were involved, the support of other campus unions brought a halt to work on accommodation inquiries at South Bank, Central, City and North London Polytechnics.

A compromise solution gave the officers an increase of approximately £12 a week, promising them by one salary scale rather than the two they had demanded. It was also agreed that a review of all clerical and administrative personnel salaries would be carried out.

The officers returned to work on Wednesday amid conflicting assessments of the damage done by the strike, which coincided with an advertising campaign designed to attract more students to accommodation. Student officials at PNL had warned that large numbers of students could be homeless, but Mr Peter Burrell, secretary of City Polytechnic, said most there would not be inconvenienced.

## New technology syllabuses fail to win recognition

by Robin McKie  
Science Correspondent

Universities and polytechnics have been urged to give greater recognition to new syllabus O and A levels in technological subjects. The National Association of Head Teachers says it is particularly concerned that the recently-launched courses, designed to make school teaching more relevant to industry, are being ignored, especially by polytechnics.

The warning follows a survey by the association which showed the many admission tutors believed the new O and A levels in design, technology and engineering science were lightweight options.

"We believe the new syllabuses to be more demanding than is appreciated and suitable for the more able candidates since they require significant standards of literacy and numeracy, while the student must also be design conscious and able to conceptualize ideas," it states in a report.

Of the 36 universities contacted 79 per cent replied, compared with only 48 per cent of polytechnics. Of universities which replied, 54 per cent said they accepted A-level courses in design, technology and engineering science for matriculation. A further 32 per cent gave full recognition to engineering science but not design and technology.

Of polytechnics who replied only 27 per cent said they would recognize any of the subjects for admission purposes. It is clear that the polytechnics particularly could be encouraged to do much more by way of making their admission staff aware of the standard and content of these new courses," the association report adds.

Some tutors were clearly unaware of the existence of these subjects or of the examination boards offering such syllabuses.

The survey results have been sent to all universities and polytechnics and the association says it hopes will encourage admissions tutors to give the new courses a proper appraisal.

## Dublin expert on Hebrew retires

Dr Jacob Weingreen, the Erasmus Smith Professor of Hebrew at Trinity College, Dublin, for the past 41 years, is to retire at the end of this month.

Dr Weingreen, aged 70, wrote, in 1939, *The Practical Grammar for Classical Hebrew*, which has become one of the best-known grammars and which still sells at a rate of 4,000 copies a year.

He will leave behind what is to be known as the Weingreen Museum of Biblical Antiquities, a collection which contains valuable material from Palestinian excavations and Greek, Roman and Egyptian antiquities.

## North American News



Students' ideals "have shifted from broad social concerns to their personal well-being".

## Student rivals join forces

from Clive Cookson

WASHINGTON  
There are distinct signs of a revival of America's dormant student movement with the two major student unions on the point of joining forces.

The merger of the National Student Association (NSA) and the National Student Lobby—once bitter rivals—to form a new United States Student Association (USSA) was approved overwhelmingly at a joint assembly of the two groups in Boulder, Colorado. It will take effect within a few weeks when legal formalities have been completed.

Cynics say the chief impetus for amalgamation was the fact that each organization would have gone bankrupt in its own, but their leaders claim more idealistic motives.

For the past two or three years the policies and activities of the NSA and NSA have been remarkably similar and the old antagonisms between their leaders have died away (the NSA was founded in 1971 by students disillusioned with the NSA's preoccupation with broad social concerns and its alleged neglect of broad and better issues so it was only natural for them to reunite).

According to Frank Jackalone, who has been executive director of the NSA for the past year and is about to become the first chairman of the USSA, the merger—the extension of creating a new national student association—is doing a lot to rekindle enthusiasm.

The USSA will start life with a membership of 340 student governments (as campus student unions are called in the United States) representing 2,700,000 students. This is nearly double the combined membership of the NSA and NSA, a year ago, but it still leaves eight or nine million full-time and part-time students unrepresented.

Within five years Mr Jackalone hopes to have six million American students represented by the USSA through their student governments. Institutional membership costs between \$75 and \$275 a year depending on the size of the student body.

To supplement this institutional membership, the association also plans to introduce individual membership (perhaps \$5 or \$10 a year),

and persuade one or two million students to join on an individual basis.

Like the NSA and NSA, the USSA will be based in Washington, where its full-time staff of six (supplemented by another six student interns) will no doubt act like a younger version of the hundreds of other lobbying associations maintained in the nation's capital by America's special interest groups.

This year the USSA plans to hold 13 regional meetings to drum up support. Mr Jackalone hopes that eventually full-time regional offices may be opened, but until that happens the USSA will rely on the 53 campus student leaders who make up its board of directors for lobbying and organizing at the state and regional level.

This is a crucial activity, for the association's membership is drawn most heavily from the state universities whose students are affected more by the decisions of state legislatures than by Congress. The USSA regards itself as America's representative on the international student scene. It has one national student organization that is, in a sense, a rival of the USSA. It is known either as the Coalition of Independent College and University Students or as COPUS, an acronym retained from its original name, the Coalition of Private University Students.

COPUS was founded in 1974 by students from private colleges and universities in New England, who felt the NSA and NSA were not meeting their needs. It employs two full-time staff in Washington who run a sophisticated lobbying and information office modelled closely on other Washington lobby groups.

COPUS has about 100 chapters at private colleges and universities, mostly but by no means entirely, in the north-eastern states. Each chapter pays annual dues ranging between \$150 and \$750 and is normally financed by the campus student government.

Although COPUS privately regards itself as a more efficient and effective lobby than USSA, and USSA leaders see COPUS as narrow and elitist, the two are not real enemies. Indeed they cooperate informally.

## Test shows end of decline in standards

from our correspondent

This year's Scholastic Aptitude Test (SAT) scores the most important evidence of the academic attainment of American school-leavers and college entrants, provide further encouragement for the view that the rapid decline in standards during the early 1970s is over.

The College Entrance Examination Board announced that the average score of the high school seniors who took the SAT in the spring was 429 on the verbal section, the same

as the year before. The verbal score had fallen every year between 1968 (when the average was 466) and 1977.

The average score on the mathematical part of the test was 468, two points down on last year, but ten years ago it stood at 482. The minimum mark for each portion is 800.

The Scholastic Aptitude Test is taken every year by about a million college-bound Americans in their final year at school, and although it is not an official national examination, it is the closest equivalent to one in the United States. Therefore educators and the press and public pay great attention to average SAT scores. Their intensively analysed decline since 1968 has provided the best single source of evidence for those who say American education is deteriorating.

Last year a prestigious study panel headed by former-Labour Sec-

rets to issues that directly affect their own personal well-being and survival," he says.

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## Political scientists look at British corruption

from David Walker

WASHINGTON  
The gap between the United States and Britain in terms of political corruption is exaggerated, Mr Michael Pinto-Duschinsky of Brunel University told the American Political Science Association's annual meeting in New York.

After a lengthy catalogue of the Poulson, Crown Agents, and London and County Securities affairs, he noted that there were very strong barriers to the disclosure of public misdeeds in Britain.

"Reluctance to 'blow the whistle' is part of the off-the-record culture of British public life. This affects politicians, officials and the media," he told the conference.

According to a recent comparative study of government secrecy in 10 Western democracies, secrecy is most highly valued in Britain and France, with the United States and Sweden at the other end of the scale.

Among the several sessions on the fringe of the conference devoted to British politics, the topic of devolution attracted attention, even when clothed in the discipline's jargon of "ethno-regionalist movements".

Professor J. G. Francis, of the University of Utah, for example, looked at the attitudes of the main political parties in Britain to devolution, concluding, "devolution is still a currently understood by the party leaders as distant from the substantive concerns of politics. The Scottish issue is interpreted principally in immediate electoral terms and perhaps this is why the Scottish Bill remains a thoroughly bad Bill".

Professor Francis's methods were those of the historian. Elsewhere political scientists assumed the guise of quantifiers—"numbers freaks" as one participant was overheard to say—sociologists, and even statisticians. One of the papers, for example, a paper from Dr Douglas Illibis of the department of government at Harvard University developed a mathematical model featuring an index of political class influence on the one hand and unemployment on the other.

He concluded, as he himself admitted, with not much originality, that episodes of economic stagnation sharpen class antagonism and social divisions.

Using the techniques of the biographical and sociological, Professor Garrison Nelson of the University of Vermont analysed the backgrounds of recent leaders of the House of Representatives, detecting grant continuity, especially between politicians from the old-line households of Boston and Austin in Texas.

## Million dollar x-ray source for campus

A new intense source of X-rays with energies far higher than those available anywhere else in the United States—or, probably, in the world—is to be built at Cornell University.

The Cornell High Energy Synchrotron Source, Chess as it is called, is associated with the Cornell Electron Storage Ring, a high energy particle accelerator being constructed by the National Science Foundation at a cost of \$20m over three years. Chess itself will cost \$1m.

The X-rays (known as synchrotron radiation) are emitted when electrons are accelerated in a particle accelerator. They were once regarded as a nuisance by high energy physicists, who are primarily interested in the fundamental particles produced when the circulating electrons collide with a target.

More recently, however, synchrotron radiation has been recognized as a useful tool for physicists, chemists, biologists, crystallographers, material scientists, and medical researchers investigating the properties of materials of technological or biological importance. The high energy radiation from Chess—more than 20,000 electron-volts up to 100,000 electron-volts—will be especially suitable for studying the physics of heavy storms and determining the structure of complex crystals.

## Canadians drop move to oust foreigners

The Canadian government has decided not to stop universities offering teaching and research assistantships to foreign graduates at least for the time being.

The Federal Ministry of Employment and Immigration was widely expected to change the rules from 1979-80 and start treating graduate students like senior faculty members. Universities would then have been prevented from offering assistantships to foreign students unless the positions had been advertised in Canada first and no suitable Canadians had applied.

However, the ministry has now told the universities that it will continue to operate the present system at least until 1980-81. That means it will automatically give work permits to foreign post-graduate students who are offered assistantships.

"We're very relieved," said Grant Clark, secretary of the Council of Ontario Universities, which led the fight against the changes. There seem to be two reasons for the change of heart. Firstly, the proposed change got snarled up by differences of opinion between the federal and provincial governments. Secondly, the universities that foreign assistants were not a real threat to the livelihood of Canadians. According to Mr Clark, the ministry's figures exaggerated the number of foreigners.

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## France Minister considers second 'Vincennes'

from Guy Neave

PARIS  
Despite grave doubts about the academic integrity of the University of Vincennes, the Minister of Higher Education, Mme Alice Saunier-Salé, has branched the idea of creating a second "open access" university in the Paris region.

The idea, raised in the course of a meeting between the minister and the Syndicat Général de l'Enseignement National, a non-communist left-wing body, affiliated to the Confédération Française du Travail, was to create a second Vincennes, but in the otherwise stony relationship between the two bodies. For the past two years, Mme Saunier-Salé has steadfastly refused any meeting with the Syndicat Général.

Unfortunately, this gesture has not appeased the President of Vincennes, M. Pierre Merlin, who is taking the minister to court for alleged libel about the credibility of his institute. In a characteristically tough speech recently, Mme Saunier-Salé, accused Vincennes of awarding degrees to everyone, irrespective of merit or achievement. "They would even confer a degree on a horse," she said.

The minister's remark will add yet more oil to already troubled waters. With some 30,000 students on a site that, by British standards, would be barely adequate for 3,000, Vincennes has an uneasy reputation. Regularly condemned as a drugs centre, the university, with its colourful bazaar, selling everything from hot sausages to carpets, appears more of a shanty town than an institute of higher education.

The minister's remark was exclusively ill-timed. Vincennes is due to move to a new site to the north of the city at St Denis, despite frantic objections from students, teachers and local councillors. Justifying her decision, the minister said, she was reluctant to increase the number of universities in the Paris region.

However, guarantees have been given that the new site will certainly be as large as the present campus. There is, however, a further possibility, if a new site should be forthcoming in the near future, Mme Saunier-Salé informed the delegates of the Syndicat Général, the university would have the option of moving yet again.

The question remains, in this

latter case, of what should be done with the St Denis campus. Plans envisage turning it over to the Conservatoire des Arts et Métiers—a prestigious part-time engineering and business university. Also sharing the site will be the School of Oriental Languages, the present scattered across three different sites in the city.

Among other topics discussed during the meeting with the Syndicat Général were conditions of service for assistant lecturers. Mme Saunier-Salé has suggested that assistant lecturers be given medium term tenure for five years on condition they teach 350 hours per year. Those failing to get on the register of recognized teachers in higher education, will be employed for no more than five years at the most.

Reactions to this suggestion by the Syndicat Général are mixed. Syndical spokesmen pointed out that it runs counter to the guarantee of tenure offered three years ago to the Secretary of State for Higher Education, Jean Pierre Soisson. Though regarded as civil servants—as are all teachers in France—assistant lecturers do not have the same guarantee of employment as other public functionaries.

Similar criticism has been voiced by the Syndicat National de l'Enseignement Supérieur, though the brunt of its wrath has fallen—as usual—upon the inadequacies of this year's higher education budget.

The budget for 1979 represents a 15 per cent increase over last year. The general consensus is that this is slightly better than it might have been. But the suspicion remains, nevertheless, that the government is seeking to cut back on certain disciplines reckoned no longer to be economically viable. Courses with less than 15 students in the first two years and less than 10 in the third and fourth years will henceforth have to be paid out of the contingency funds of individual faculties. They will no longer be paid by central government.

Replying to these criticisms, the Ministry of Higher Education has pointed out that, with the dramatic fall in student numbers in higher education, the 15 per cent increase comes as a substantial improvement in the quality of teaching resources and in the support services available to higher education.

## China Exams reach a new high

by John Gardner

Nearly six million young people took China's nation-wide university examinations held to select students for this autumn.

The candidates, who had earlier been provided with a guide on preparation by the Ministry of Education, had to contend with the fierce heat of the Chinese summer, and "cooling devices and medical care" were thoughtfully made available by most examination centres.

Although the final results have yet to be announced, it has been officially indicated that the level of this year's examinations was higher than last year's.

Not all of the new students have been taken to the examinations as provisions have been made for the exceptionally gifted. In recent months a number of "talent competitions" have been held at national and local level, in which secondary school pupils have vied with each other to demonstrate their prowess in mathematics and other subjects. A number of the prizewinners have been admitted directly to university.

Perhaps the most striking example of the new emphasis on high-intellect has been produced by the Chinese Science and Technology University, an institution directly administered by the Academy of Sciences. In March the university set up a special class for bright youngsters under the age of 16, and is obviously well-pleased with the results, for according to a New China News Agency report the experiment will be repeated.

Applicants must "demonstrate devotion to the cause of the Communist Party and socialism," have

a level of education equivalent to senior middle school (roughly sixth form), and be aged about 14 or 15. Chekiang University, in East China, has also introduced a novel experiment. At academic credit system has been set up under which students must complete an appropriate number of courses in order to graduate. Instead of taking four or five years to complete a degree, it is the norm, the most able students may, apparently, take on an additional workload and, by amassing "credits", skip grades.

The emphasis on ability, which has pervaded Chinese education since the restoration of university entrance examinations last year, has been reinforced by the Chinese press. The Chinese press, for instance, 97.4 per cent of the 1977 intake were the "children of working people", but this term includes soldiers, policemen and officers, and it is significant that the statistics on the class background of the student population have not been released. It has been admitted, however, that intellectuals' children have gained a greater proportion of university places than in previous years.

A recent article made an ingenious attempt to justify this new meritocracy on two grounds. First, the "gang of four" sabotage of the schools made such a shambles of formal education that "family education and self-study by young people began to assume a role of increased prominence in such circumstances." The children of intellectuals had a head-start. Second, it is now argued that social and economic differences can only be properly eradicated by expanding "the productive forces".

South Africa



Dr. Koornhof: challenged

## Politicians reassured on apartheid

from Louis Hoiz

JOHANNESBURG  
Fears expressed by supporters of apartheid that recent concessions by some of South Africa's "white" universities to non-white students are undermining the policy of university segregation on racial lines have drawn an emphatic denial from the government.

At a National Party congress in Bloemfontein the Minister of National Education, Dr. Piet Koornhof, assured delegates that the Government stood firmly by the principle of separate universities for all "ethnic" groups or "nations" in the country, as embodied in legislation sponsored by the late Dr. H. F. Verwoerd more than a decade ago.

The exceptions made lately had been confined to small numbers of non-white students who had been allowed to enter segregated white universities to attend specialized courses for which no facilities existed at their own universities. This is not the first time Dr. Koornhof has been challenged on this issue by party supporters. His repeated assurances leave no room for doubt that the government has no intention of departing from its stated policy of university and indeed other forms of educational apartheid. At the same time there are signs of a relaxation of the rigid policy as originally conceived under the pressure of economic and other practical considerations.

Halfway through the academic year in which the University of Stellenbosch broke new ground among South Africa's Afrikaans-language universities by being the only one to open its doors to non-white students, the one that has the reputation of being the most "hard-line" of the apartheid universities is still experiencing teaching troubles.

So far there are 18 black first-year students at Stellenbosch, in addition to some postgraduates. While "admission" to the best Afrikaans-medium university caused a stir in university circles to start with, public reaction has been generally favourable. But on the campus itself there has been evidence of continued strain. Towards the end of August complaints came from some of the non-whites that white students showed a tendency to treat them as servants and they had little or no part in student life, socially or otherwise. They felt this all the more keenly because among their own community they were in many ways looked upon as "masters".

Emphasizing that "problems" of this sort were bound to occur in the circumstances, a university spokesman said that these students were freshmen and time was needed for them to adjust.

Finland

## Banks short of cash for student loans

from Colin Murbrough

HELSINKI  
Finnish students' access to state-backed study grants and loans does not look like improving in the coming academic year despite efforts to make more flexible processing of applications.

The State Study Support Centre in Juvaskylä estimates that 180,000 students will apply for grants this year. Eight per cent of applications will be rejected, the same percentage as in 1977-78, primarily on the

Australia

## Abolition of fees 'not redressing balance'

from John Kirkaldy

SYDNEY  
The abolition of tuition fees for university and college of advanced education (CAE) students by the then Labour government in 1974 has had, at best, a marginal effect on the accessibility of higher education to society and economically disadvantaged groups.

This is one of the conclusions of a report on a national study conducted by the University of New South Wales tertiary education research centre, the faculty of education, Monash University and the education research unit of the Australian National University.

"We can safely infer that not many upper Social Economic Status (SES) students of mediocre ability have been replaced by able lower SES students," the report states.

The report, *Students in Australian Higher Education: A Study of Their Social Composition Since the Abolition of Fees*, was written by Dr Don Anderson, professorial fellow in the education research unit at the ANU and chairman of the inquiry into post secondary education in South Australia, Mr Rick Brown, a TERC research assistant, Professor Peter Fensham, professor of science education at Monash University and Dr John Powell, assistant director of TERC.

The report was prepared for and financed by the Australian Vice-Chancellor's Committee, the federal government's Education Research and Development Committee and the Conference of Principals of Australian Universities.

In 1974 the Labour government abolished fees and established the Tertiary Education Assistance Scheme because previous federal schemes were alleged to do nothing to help poor students who did not win scholarships awarded on a competitive basis.

The survey had two main aims: to provide a description of the population of students in higher education in Australia and to make an assessment of the effect of the abolition of fees on the composition of the student population. Data was collected during the mid-1970s from students' commuting courses for the first time at all 16 Australian universities and 59 out of the country's 78 CAEs.

The report found that the social composition of students in higher education appears to have changed little over recent years. Earlier studies by other researchers showed that the higher social education groups (indicated by father's education, occupation or income and the type of school the student attended) are consistently over-represented.

"This result is not surprising since those families with higher education and professional occupations provide the environment and role model needed for their children to aspire to and attain higher education," the report states.

When asked what type of course

they would have taken in 1974 if there had still been tuition fees, a little over 20 per cent of all students surveyed claimed that they would not have enrolled or would have had to defer their enrolment. The proportion says that fees would affect their enrolment was greater among the groups under-represented in education.

The report concludes: "the effect of fee abolition on the social composition of students in higher education is small although large numbers of individuals are affected by the presence or absence of fees and those who are so affected are disproportionately from the lower SES and other under-represented groups."

The report believes that as change at a particular point in the education system is unlikely to have any great effects on the social composition of students in higher education. "Most of the socially handicapping circumstances have already taken effect well before students even get to the point of making a place in higher education," it says.

It believes that a much broader-based approach to the problem of access to higher education needs to be taken.

Inevitably, advancing in-university territory has led to rethinking. Just as the OU in its early days encountered problems in the basic presentation of its academic materials by lecturers armed with blackboards and swiftly moved on to more sophisticated experience unit teaching, so the present preoccupation of the community education staff is with self-reliance. Mr Fensham recognises that the OU's educational philosophy, more basic ones, are "in the market place" and must be made attractive to customers while retaining some academic merit.

Whereas the university's undergraduate programme found an immediate audience, the OU's community education unit is still struggling to attract a wider audience. Efforts to sell courses through the popular press have met with little success while, as might be expected, advertisements in quality newspapers proved more profitable.

In some parts of the university there is a fixation with student numbers. It is difficult for staff of the post-experience unit to measure their success in terms of numbers, and comparisons with the undergraduate programme's 55,000 enrolments are meaningless. Community education at the OU counts its students in terms of single thousands, not in tens of thousands.

It is argued that the OU's potential participation rate must be far higher; and alternatively that there is little other adult education provision which can match the numbers following post-experience courses.

This is not caused by the need for the post-experience unit to be self-sufficient—there can be no reliance on funding from the undergraduate programme. Staff agree this position is the correct one, but nevertheless it imposes an additional emphasis on the unit's need to succeed.

In part the position has been ameliorated by collaboration with other organizations, but the question of public funding, which is the only scale remains an open one. For the immediate future these issues have led the unit to investigate methods of attracting students.

Debate centres around another scheme involving publication of its own fortnightly magazine, *Community Education*, which is a weekly magazine. The unit is now working on a new edition of its community education materials, which is a weekly magazine. The unit is now working on a new edition of its community education materials, which is a weekly magazine.

## OU adds weight to its work in continuing education

Behind the concrete solidity of the OU's main buildings, tucked away in the farthest of the Walterton Hall campus, is a temporary annex which houses the university's present contribution to continuing education.

Like the OU charter, which after all, at length, the institution's role in the sphere of higher education goes on to commit the university to "promote the educational well-being of the community generally," continuing education is at the moment only an incidental, tacked on at the end.

But this belies the bright future ahead for the university's post-experience unit and its staff. At the moment, the OU can congratulate itself on having secured a stable home in higher education, and the most obvious is in the field of continuing education.

Some gave the impetus to this direction by approving the report of the Venables Committee, which recommended the establishment of a new OU deputation on continuing education. In just over one month's time an interim deputation will be set up, and the post-experience unit will sever its links with the undergraduate programme to become an entity in its own right.

The hope is that it will flourish and eventually come to represent 50 per cent of the entire output, providing a continuing education balance to the higher education provision.

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and expertise for individuals, institutions and organizations. The system would be supported by a huge resource catalogue, where facilities and resource packages available throughout the country would be indexed. Users of the system might be tutors—or the individual learners themselves.

Community education forms only one segment of the work of the post-experience unit, which also spans in-service teacher education and health and social welfare training.

Co-ordinator for the latter is Mrs Vida Curver, who sees the role of the university in this field as providing additional expertise, rather than attempting to enter the arena of basic training. In keeping with this view, many of the courses produced are of an interdisciplinary nature, appealing both to the professional and para-professional elements.

But it is not only professional and voluntary workers who are attracted. In some instances, as with "The Handicapped Person in the Community", large numbers of disabled enrollees for the course. Most outstanding among this type of student was the blind man inspired by his studies to follow through a research project on a simplified writing system for the blind. He is now attached to a university department working on development of the idea.

The post-experience unit has been careful to safeguard relationships with professional bodies in its approach to health and social welfare matters. Detailed consultations are always held before presentation of a new course.

In the long term there are hopes that the unit will evolve into an "education warehouse" a resource store "producing materials

keeping pace with social welfare "fashions". A spate of child cruelty cases some time ago prompted interest in child abuse—now the emphasis is on pre and post-retirement.

On the horizon there is the prospect of a diploma in social care. In-service training has already been embraced wholeheartedly and enormously successfully by the unit's education department which deals exclusively with in-service training for teachers. It was in this area that the OU decided to launch its first diploma—in reading development.

Enrolment figures are spectacular. The diploma has attracted the largest number of students outside the university's traditional elements of the undergraduate programme. Heavy emphasis is placed on advising the teacher in the classroom on a practical basis, rather than on the acquisition of theoretical knowledge. The OU has a team of fieldworkers in schools throughout the country so that course content is thoroughly tested in the classroom before it reaches the student.

It is the belief of Mr John Merritt, co-ordinator of in-service education for teachers, that every teacher contact as a resource centre in his own school, disseminating information and advice to help colleagues.

Taking this view one stage further, he suggests teachers could respond not only to the needs of the school, but to those of parents in the broader field of community education, making schools aware of wider responsibilities and bringing education around in a full circle.

One problem for the staff in this

unqualified relatives of high-ranking officers to similar positions. He says: "Freud's theories are suppressed as 'repugnant and pornographic.' In history of art courses for the BA degree the use of slides is forbidden because Renaissance art offends morality with its paintings of the nude."

The number of students has been severely cut back and their freedom of movement on campus is now restricted. Every student has to sign a document promising to abstain from any political activity and to denounce any colleague who breaks this code. Teacher training is available only to those in the most acceptable of three security categories drawn up by the post. Investment in the university has been drastically reduced in keeping with the "Chile style" management of the economy strictly according to market forces.

Unlike Chile, where policies of open repression have been replaced by more subtle controls, Uruguay shows no signs of any sort of liberalisation at present. Mr Villoro and his colleagues recognize that the chances of the regime being overthrown in the near future are slim but they are convinced that external pressure can secure the release of students and teachers now in prison.

The British government has always been wary of opening the floodgates to refugee students but, with increasing pressure being applied to extend the Chilean scheme, it is possible that Uruguay may cease to be the forgotten cause it is today.

Mr Mario Delgado, a former researcher who now describes the effects of the coup on higher education in a forthcoming issue of the magazine *Index on Censorship*, lists the names of teachers now banned from the country and the appointment of

Maggle Richards

## How a coup ruined 'the Switzerland of Latin America'

John O'Leary on a drive to publicise the effects of the military regime in Uruguay

It is an unfortunate, but perhaps inevitable, fact that repression in some parts of the world attracts considerably greater attention than it does in others. While harassment and torture may be no more common in those countries which come under the spotlight of concerned individuals or organizations, there is at least some recognition in the knowledge that international pressure may pay off

prisoner, he is better able than most to give an authoritative account of repression in Uruguay and, since he credits his eventual release after re-arrest to international pressure, he is determined to focus more attention on conditions. His initial aim is to re-establish the federation in exile, using it as a channel for information on events in Uruguay, particularly where they concern those in education.

Mr Villoro was arrested just three months after the military regime seized power in June, 1973, remaining in prison until last April. Although he acknowledges that the treatment he received was less brutal than that experienced by many prisoners, some of whom have died, he was tortured during his sentence.

Shortly after his release, Mr Villoro was kidnapped by members of the navy and held captive for a further two months. His case was taken up by informed sympathizers outside Uruguay and he was released again, going into exile in Holland where he has temporarily based his attempts to revive the federation.

If overtures to trade unions and voluntary organizations are successful, the federation will add offices in Paris and London, and will attempt to emulate the achievements of the Chilean solidarity movements. French trade unions have agreed to provide some of the financial support for the teachers and professors' association, known as the *Asociación de Docentes*, as well as for the families of imprisoned

educators. The timing of Mr Villoro's London visit, which approaches to British unions impossible but the World University Service, whose Chilean Programme has benefited hundreds of students, is keen to expand its activities concerning Uruguay.

While they seek to expose, though not well-known as yet, is starkly simple to illustrate and has many parallels with Chile. Traditionally Uruguay has been something of an oddity in South America, being less prone to the regular coups which have characterized life in most neighbouring countries, and it has steadily developed social legislation, which included free education as a right.

The country was known as the Switzerland of Latin America and its pride and joy was the University of the Republic, in Montevideo, which was founded in 1849 and is responsible for all higher education. Standards were maintained at a high level, attracting students from all over Latin America and making Uruguay a magnet for the university remained free from government control and was far-advanced in its time in terms of internal democracy, allowing students a role in decision-making as early as 1908.

There were 20,000 at the university in 1973 and they had about 25 per cent representation on the central governing council and faculty councils. Mr Mario Delgado, a former researcher who now describes the effects of the coup on higher education in a forthcoming issue of the magazine *Index on Censorship*, lists the names of teachers and professors' association, known as the *Asociación de Docentes*, as well as for the families of imprisoned

the new regime was education. The existence of the General Education Law, adopted the previous year after some protest, had laid the ground for the government interference which had always been avoided. The President now appointed the Council which had responsibility for all forms of education, and a series of articles legitimized the imposition of political bias into schools and the university. Two in particular left the authorities with carte blanche.

It was not long before the military regime made full use of both. First, compulsory elections were held at the university but 80 per cent of teachers, students and graduates voted against the government candidates. Soon afterwards, a bomb exploded at the university, the military intervened, packing 60 per cent of the teachers in two years and removing all the staff in the humanities faculty. Police began to patrol educational institutions to see that no subversive teaching was carried out and staff were forced to spy on their colleagues. Research institutes for social sciences, law and mathematics were all closed and little of the earlier research is now continued in any faculty.

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Chile, one of the first targets for



## Smallpox outbreak shows campus safety problem

Professor Henry Bedson, head of the department of medical microbiology at Birmingham University's medical school, killed himself last month after a medical photographer in the anatomy department caught smallpox. Mrs Janet Parker later died of the disease.

The university has said that a preliminary report from the city's health authority inquiry team has disclosed no fault in the safety precautions at Professor Bedson's laboratory.

But the health authority will only go so far as to say that the inquiry team has been unable to identify the source of the outbreak. Mr David Ennis, Social Services Secretary, has ordered the outbreak to be investigated by a team under Professor Reginald Shooter of St Bartholomew's Hospital.

Whatever the truth, Professor Bedson's case shows the weight of responsibility carried by a head of department whose research involves hazards of this sort. It also highlights the difficulty in applying the Health and Safety at Work Act to universities.

The Act is designed to deal chiefly with safety in factories where there is a clear line of management. In universities, the structure is more democratic and less well-defined, yet the responsibility falls ultimately on the head of department.

The position of universities differs from that of industry over safety precautions in other ways. They are institutions whose job it is to advance knowledge and research which, by its very nature, involves uncertainty and risk.

Is it possible to protect those who work in universities against such dangers? How much more can be done to promote safety in universities?

The evidence on the subject is conflicting. A preliminary report from the Health and Safety Executive (HSE) on safety in universities, carried out by Miss Nora Currie, was published this summer. Miss Currie's conclusions, based on a study of six universities, were that there was generally a high awareness of safety needs.

She was concerned that radiation hazard warnings had been ignored; that special precautions had not been taken to deal with X-ray equipment; that safety measures were not always coordinated and that records were sometimes unsatisfactory. There were, she said, widespread differences in precautions on laser radiation.

However, Miss Currie summarized her findings thus: "There is more risk of people being killed maintaining university plant and buildings than being killed as a result of a laboratory accident."

Universities deny that they are complacent about safety. They say that they have been concerned about it for 20 years and themselves pressed for the Currie report, though the report reaches no emphatic conclusions, and though it concerns only six universities, they feel it helps to vindicate this view.

Against it must be set the decision of the HSE to put a prohibition order on Birmingham University stopping work on smallpox and "any other similarly dangerous pathogens" until the recommendations of a 1975 working party have been carried out. These include the provision of protective clothing and the siting and structure of toxic laboratories.

Other measures to improve university safety are already in train. Next week the first university safety representatives take up their posts. Under the Health and Safety at Work Act recognized trade unions may appoint a safety representative with powers to inspect potential hazards and to represent employees over safety matters.

One university administrator suggested that the representatives would have only a marginal effect on safety standards. There might be one or two cases in which a hazard is identified and then would otherwise have been, but academics had traditionally been most careful about the hazards involved in their research.

But the trade unions see the role of safety representative, dif-

ferently. Mr John Akker, deputy general secretary of the Association of University Teachers, said the representatives would have substantial power to inspect and intervene. They would be an independent force ensuring that the right balance was struck between the demands of safety and the demands of research. "They will be able to call in experts from outside if need be and members of the health and safety inspectorate," he said.

The unions are less sanguine than the university authorities about safety standards. A statement at the TUC conference, issued by the unions representing 100,000 university employees, deplored the lukewarm reception given by employers to the appointment of trade union safety representatives.

The two sides differ in their attitude to the Act. The authorities believe that universities are a special case and should not be treated like factories. They handle chemicals in smaller quantities than industry, they say. When you are producing a thousand tons of dynamite you have to be more careful than if you are producing a couple of cubic centimetres.

Everyone accepts that some regulations, such as those about asbestos, must apply generally but some administrators feel that guidelines set out by the Committee of Vice-Chancellors and Principals are sufficient to ensure safety standards.

However, the AUT, while acknowledging that the Act is not adequate for universities, believes there is no reason why there should be one rule for a factory and another for a university.

Mr Akker said that the AUT had pressed for the Act to be applied to universities. The problem with the vice-chancellors' code was that it was voluntary. "I don't think universities can be self-regulated over this," he said. "Through the association accepted that there were different circumstances affecting, say, the use of a piece of machinery in a university from those affecting its use in a factory it was still true that academics contracted industrial diseases from chemicals, asbestos and radiation."

Those working in chemistry departments were particularly at risk, because the carcinogenic substances they used. Several cases of this sort had been brought to the association's attention recently.

A joint consultative committee is currently looking at some of the universities' special difficulties within most people feel were not tackled in the Currie pilot study. The committee aims to establish criteria for judging health and safety standards to cover the huge range of hazards in universities. One criticism of the Currie report is that it only covered six universities.

The committee will have to find a middle way between those who believe that a tightening up on safety is vital and those who fear that research will be paralysed by a labyrinth of regulations. The creation of dangers, say the latter, is an important part of research. Researchers may be carrying out an experiment not knowing whether it is going to blow up or not.

This group argues that academics are not responsible for the hazards of their work. Mr Akker said: "We are sure that sensible guidelines can be worked out to promote health and safety in universities, and at the same time safeguard research activities."

In the end, money may prove more of a stumbling block than the guidelines. A survey of universities by the CVCP revealed that £38m would be needed to bring them up to the standards laid down in the Act. Around £12m of this was considered to be urgent, though only about £3m has actually been provided.

The figure represents universities' estimate of their own needs and is, inevitably, a rather arbitrary one. But it shows that the Government, as well as the universities, will have to recognize the implications of the new Act.

Judith Judd



## Prescription for better medics

At the beginning of his *Quest for excellence in medical education*, Sir George Pickering recalls the story of a recently qualified doctor friend who was told that a patient believed her husband was poisoning her with arsenic.

Accordingly, the fledgling doctor prepared to perform Marini's test for arsenic poisoning which he had performed as a student. He found a flask, a funnel, corks, glass tubing and created a porcelain container out of a broken crucible.

With commendable initiative, he then removed a plug from the roof and set up the apparatus on hydrogen could be passed over samples of the patient's hair and nails to sublimate any arsenic on to the glass tubing.

The intrepid medic then lit the hydrogen escaping from the tube at which the whole apparatus exploded. Luckily uninjured, our hero in future consigned such tests to his local forensic laboratory.

The tale has an air of humic humour but, Sir George believes, it also carries a serious message. Present legislation requires that on graduation a doctor is competent to perform any operation, diagnosis or treatment. But modern medicine practice now requires such a range of practical experience that no man is ever competent to cover the whole.

"Perhaps the most important attribute of a competent doctor is that he knows what he can do and what he cannot do," Sir George says in the book. "The best doctors also know to whom to turn for help in a given case."

"The man who considers that he is competent over the whole field, whatever his previous experience and however many diplomas he has obtained, is a public menace."

From this, Sir George concludes that undergraduate medical education must have as its main aim the unique importance of his subject, pressing for more and more curriculum and examination time.

"In my more uninhibited moods," he says, "I like professors in the faculty of medicine to be a set of birds of prey, each determined to have his pound of flesh from the medical student; an important function of the dean was to protect him."

And Sir George quotes as an example one university covered by his survey where the professor of geriatrics and the professor of general practice, both newly appointed, boasted how each had secured many more hours of teaching for their subjects in the curriculum. In both cases, new pressures were added to the students' workloads.

*Quest for excellence in medical education* also quotes several student complaints about the general level of instruction. These include: inability of teachers to teach; their ignorance of educational methods; student apathy in the classroom; poor curricula; repetition; omission of irrelevant material; the lack of effective staff-

Robin McKie looks at Sir George Pickering's study of medical education

receives the most gifted students. "In the past the shortcomings of the average medical graduate could be attributed to low intellectual quality; today such faults can be attributed mostly to his education."

And Sir George highlights a number of causes for this poor education, including the presentation of too many subjects, too many lectures, and the development of the "so-called" objective methods of examination, such as multiple choice questions and their variations.

In particular, he attacks the tyranny of frequently repeated examinations, most of which take the form of continuous assessment. "This tyranny is compounded by the move towards multiple choice questions which, though their best are valid tests of a certain kind of knowledge, encourage the student to learn answers without the evidence on which they are based, and thus encourage bad intellectual habits and discourage literacy."

Instead, there is a need to introduce examinations which test a candidate's knowledge of fact; his capacity to display evidence, assess its validity, and argue from it; and his capacity to express himself lucidly, precisely and concisely.

Referring to present curricula at universities, Sir George reveals that in 1944, a medical student was exposed to 14 separate departments headed by a professor. Today the average school has 30. And each professor tends to be convinced of the unique importance of his subject, pressing for more and more curriculum and examination time.

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student cooperation at all levels; autonomy and lack of cooperation between departments; and scarcity of educationalists in the medical field.

These criticisms are very serious and substantially justified, Sir George believes. And the fact that they are with the attitude of a teacher.

He is convinced of the importance of his own subject. He needs to see his subject in isolation, not from all others. He is deeply convinced of his right, nay his duty, to ensure that the student reproduces enough knowledge of it in examinations," he adds.

"This attitude, of course, is excellent for the progress of knowledge; it is the stuff of which the world of learning and of the universities has been made."

And if there were only three or at most six subjects in the curriculum, as there are in every faculty except medicine, it would do no harm. But in medicine it is the student who suffers and who has been forgotten."

To remedy this, there must be ruthless pruning of timetables and a degree of education in depth with the substitution of active for passive learning.

And Sir George is equally pessimistic about present medical training. The chief flaw is the necessity for a trainee specialist to register in a particular field at the beginning of training and to continue in that specialty.

A doctor, limited in knowledge and interest to a particular area, is liable to practise bad medicine. It also becomes difficult or impossible for a university department to pursue a line of work that does not fit a specialty.

"The rigidity which has developed is having a disastrous effect on our ablest young graduates, particularly those in university service and who are interested in research. Not surprisingly, the more serious find in these recommendations one more reason why they should seek their intellectual and material fortunes outside this country."

He also criticizes the employment of examinations in the assessment of postgraduate medical students.

And Sir George concludes: "We are in danger of putting the medical student and the young doctor in a straitjacket and the now fashionable 'We are not doing it very tight. This is being done in the cause of eliminating bad doctors. I fear that it will also eliminate the best, particularly the creative minds."

"This is an issue of such gravity that I find it difficult to stress it sufficiently. It is particularly unfortunate coming at a time when medical students are better than they have ever been before."

*Quest for excellence in medical education*, Oxford University Press, £4.50.

## Enlightenment hostilities of Voltaire and Rousseau

When Voltaire died in May 1778, Rousseau remarked that his own death must have been almost as painful as his, since the lives of these two men were so different. At the time, however, it was their fate to be joined together in resurrection, apotheosis, and damnation as well.

Disinterred from their quiet country graves in the 1790s the remains of these two most prominent figures of the French Enlightenment were brought to Paris and lodged opposite one another in the Pantheon, where in such partnership they came to be venerated as the heroes of a revolution in which the occasional prospect in their own lifetimes had dismayed them both.

Around the turn of the nineteenth century, when revolutionary fortunes sagged, they were vilified by conservatives who, like Meistre, blamed them for their mutual responsibility in bringing down the Ancien Régime. And by the mid-nineteenth century, when the radical tide had turned again and leading socialists argued that the Revolution of 1789 had not been pursued far enough, the blinkered doctrines of Rousseau and Voltaire once more (or even of Rousseau-Voltaire in the Gilbertianally compounded version created by Marx) were held to express the nature of its limitations and the extent of its failure.

Of course, these transfigured links between the two men drawn by their political admirers and critics alike form a grotesquely monochrome distortion of Rousseau's view, since he clearly meant that Voltaire was his mortal antagonist rather than confederate in the same camp. "I hate you," he exclaimed in a letter of 1760, protesting that Voltaire had betrayed the hospitality shown him in Geneva, where he had been granted asylum from his persecutors. "This mountebank," "this odious braggart," "this man of so much talent put to such vile use," he continued elsewhere, had destroyed the morals of Geneva by introducing the love of luxury, satire, and theatre in their midst, with the loss of their liberty the likely outcome, and permanent monument of his stay among them.

Worst of all, the scoundrel had stirred the population against him so much that he could never again make his home there, and Jean-Jacques—who had first proclaimed himself "citizen of Geneva" in an earlier letter to Voltaire—supposed his worst fears confirmed when the city's governing council condemned and ordered the burning of both *Emile* and the *Contrat social* and commanded his arrest in order to return in his native soil.

Voltaire, for his part, filled the margins of his copies of the political writings of Rousseau with such fine epithets as "ridiculous," "depraved," "pitiful," "abominable," and "false." Inflamed by the suggestion that in Geneva he had sought and been offered asylum—and dismayed by Rousseau's disclosure that he was the author of an anti-Christian tract which, as usual, he had taken the precaution to publish anonymously—he retorted that Rousseau was a "bastard of illegals and heretics" whose veins were filled with virulent arsenic; a "monster" whom he would have to see in London sunless, were not for the fact that the lunatic was on his way to Bedlam already.

In his *Sentiment des citoyens*, moreover, he accused Jean-Jacques of, among other things, attempting to overthrow the government of the city he had betrayed; of having contracted a venereal disease at a concert given by his debaucheries (Rousseau suffered from a congenital urinary complaint); of having abandoned his children to a foundling home (the first public disclosure of his most terrible secret); and of having brought about the death of the mother of his mistress (still very much alive when Voltaire made the allegation).

So scurrilous was this attack that eighteenth-century publishers chose not to incorporate the *Sentiment* in their collections of Voltaire's writings, and even in our own time the distinguished editor of his correspondence and devoted disciple of his ideas, Theodore Besterman, has stood alone against nearly all other authorities in doubling that such a libel of Rousseau could really have been drafted by Voltaire himself.

Yet, just as Besterman was inviting his readers to admire Voltaire's remarkable forbearance in the face of preposterous and malevolent charges, Ralph Leigh, the world's most eminent scholar of Jean-Jacques's writings, was meticulously documenting the lies and calumnies about him, circulated by Voltaire, in his own superb edition of Rousseau's correspondence.

Still, there is nothing so useful as a revocation to bury or blur personal and doctrinal differences, and a dismal blend of the philosophy of Rousseau-Voltaire has come to encapsulate the popular image of the Enlightenment from 1789 to this day.

No doubt there has been at least some justification for amalgamating the two thinkers in the service of a common cause. Their early exchanges were entirely cordial. And even in the letter of 1760, which marks the break between them, Rousseau reiterated the admiration he had originally professed for Voltaire's works.

Voltaire, in turn, often regarded Rousseau as an adversary to be opposed rather than as a man to be pitied (as on the occasion he reported to Hume that Jean-Jacques suspected him of having persuaded the authorities in Bern to decline his request to lock

This year marks the 200th anniversary of the deaths of Voltaire and Rousseau. Robert Wokler assesses their differences of approach



Rousseau, in Armenian dress, unmasking Voltaire, riding Humanity, with Justice and Liberty on the globe, as depicted by Henry Fuseli in the frontispiece to his own *Remarks on the Writings and Conduct of Rousseau* (London 1767).

him up for ever), and when, on the other hand, he described him as a "Judge" and "false brother," this was because Rousseau had apparently abandoned and deserted the camp of the philosophes to which he had been previously allied.

If the two men could not be friends, nor hold to the same principles of Enlightenment, they were at least both critics of the Enlightenment's enemies. And from different perspectives they attacked similar targets—obscurantism and superstition in theology, metaphysics and dogmatism in philosophy, and despotic systems of tyranny and privilege in politics and economics.

In company with many leading thinkers of their day, Voltaire and Rousseau fulminated against a Christian gospel that was enshrouded in mysteries and revelations of which only prophets and priests were held to be the true exponents. Both condemned fanaticism and intolerance fostered by religious credulity and fanned by self-appointed ministers of God, in their place endorsing the benign, simple and rational principles of a natural theology, the one especially in his *Dictionnaire philosophique*, the other most notably in *Emile*.

Voltaire occasionally expressed his approval of certain aspects of Rousseau's writings on religion, and, with some justice, d'Alembert once reminded him that Rousseau had hurled his own bolts against *l'infamie*, much as he had done in *Emile*.

Both figures were also generally critical of the great speculative systems of European philosophy that prevailed in the seventeenth and early eighteenth centuries: Voltaire challenging mainly the metaphysics of Descartes and the theology of Leibniz; Rousseau objecting to the natural law philosophies of Grotius, Hobbes, Pufendorf, and even Locke.

They opposed these doctrines partly because of their inadequate treatment of moral sentiments—such as the desire for happiness or the pursuit of virtue—partly, too, because Voltaire and Rousseau were commonly distrustful of what they regarded as transcendental dogmas about the nature of the cosmos or of mankind which they uncharitably, and unsoundly, characterized in terms of the *esprit de système* of an earlier philosophical epoch.

There is thus a good deal of historical irony in the fact that one of the most widespread misconceptions of the Enlightenment as a whole—which we owe to the ill-informed eloquence of Burke and Tocqueville among others—is that it was an "Age of Reason" dominated by conceptual abstractions divorced from the real world of human affairs.

As a rule, the philosophes decried speculation of this kind. When Voltaire spoke of the English as "a nation of philosophers," he hailed their wit and their devotion to liberty rather than their impractical pursuit of abstract reason, while Rousseau maintained that he was not a philosopher at all but rather a lover of truth. Nowhere, indeed, was their contempt for metaphysical doctrines more evident than in their political ideas.

Throughout his life, Voltaire advocated policies and commanded forms of government that promoted a spirit of toleration, the abolition of privilege, the rule of law, and efficient but humane public administration. Yet, he never propounded a theory of politics in which these principles were mapped out, and he hardly ever spoke of the nature of authority, or the duties of subjects, in general.

While he venerated the reign of Louis XIV and the absolutist monarchy of France as against the aspirations of the church and nobility, he also praised the more liberal and

more limited monarchy of England, admirably tempered, as it was, he maintained, by the Houses of Lords and Commons.

From his endorsement of the autocratic regimes of Prussia and Russia, moreover, some of his interpreters have wrongly inferred that he was a consistent advocate of enlightened despotism, thus neglecting, among other things, the radical republican constitution he commended to the Genevans, after first aligning himself with their nation's ruling patrician party.

This flexibility of approach, this commitment to reform in terms of what was salable, expedient, or opportune, might strike some as no political philosophy at all; at any rate it lacks precisely the speculative, abstract, esoteric frame of reference which critics of the Age of Reason have so often ascribed to the Enlightenment as a whole.

The pragmatic character of Rousseau's politics is more striking still, though less frequently recognized. Like Voltaire, he thought distinct forms of government appropriate to different states, on this point supplementing Voltaire's views regarding the stability of political traditions with claims about the needs arising from variations of climate, terrain, and population which drew largely from Montesquieu. Rousseau even enjoyed something of a political career, not only as secretary to the French Ambassador in Venice (a matter of record Voltaire refused to believe, claiming he had only been the Ambassador's discarded valet), but also as invited legislator of the constitutions of Corsica and Poland during the brief periods of their autonomy.

Both Voltaire and Rousseau counted princes and ministers among their correspondents. Yet while Voltaire's proposals for reform could exercise only indirect influence upon policy through his role as preceptor to rulers, the circulation of Rousseau's doctrines had a more immediate effect on public affairs—once helping to distract popular feeling in Paris away from the King's expulsion of the parlement long enough to avert a major upheaval, on another occasion nearly provoking a civil war in Geneva.

In his own lifetime aspiring rebels throughout Europe were intoxicated with his political ideas and, even if Robespierre's claim to have visited him just before his death was probably a fabrication, we know that other radicals sought and received his advice. If he had not been so suspicious of the real motives of insurrectionists, or so pessimistic about the outcomes of revolutions, he might, like Robespierre, have been one of their disciples, with the task of circulating incendiary material throughout those states of the modern world he believed to be corrupt. He certainly imagined that Voltaire had assembled agents to discredit him; and Voltaire, for his part, thought Rousseau able of inflicting a comparable amount of damage upon his own.

Such similarities, however, can hardly be taken to constitute the stuff of which the supposed alliance between these two heroes of the Enlightenment was forged, and, in any case, they are heavily outweighed by doctrinal differences. Even at the points Voltaire and Rousseau seem most akin, the resemblance is often superficial. For instance, whereas Voltaire's campaign against religious intolerance on behalf of Calas, Sirven, and La Barre expressed his profound conviction that political fanaticism was just the outward form of religious credulity, Rousseau was more concerned to challenge ritual, miracles, and the apocryphous claims of the church. He exposed its plagiarisms between God and man, all the while earnestly maintaining the orthodox (Calvinist or Catholic) Christianity of his beliefs.

He also stressed the importance of a zealous civil religion for consolidating the patriotic allegiance of citizens in a properly constituted state, a doctrine criticized as dangerous by Voltaire, for whom there could be no article of compulsory faith that does not eventually give rise to bigotry and conflict.

Of course, Voltaire was convinced that "If God did not exist it would be necessary to invent him." But the God required by society he sometimes described had little in common with the Creator so fervently trusted by Rousseau. Voltaire's *Poème sur le desastre de Lisbonne* proclaimed that it was illusory to suppose God had manufactured the best possible world for us, to which Rousseau replied in his *Lettre sur la Providence* that he believed God was perfect and that the misfortunes to which we may be subjected by nature are less cruel than the evils inflicted upon us by man. Voltaire, in turn, rebutted Rousseau on the subject of providence in his most celebrated work, *Candide*.

If the two men differed about the nature of God and the function of religion, their respective philosophies of history, which perhaps gave rise to these differences, were even more fundamentally opposed. For Voltaire, modern Christianity was, by and large, the vestige of a barbarous Judaic superstition, from whose traditional rational and progressive men of science and culture were coming to release us.

But for Rousseau culture was, in general, the stupefying product of luxury that only embellished the social and political evils we had brought upon ourselves in the course of our evolution. The arts, literature, and the sciences made gardens of history, which perhaps gave rise to these differences, were even more fundamentally opposed. For Voltaire, modern Christianity was, by and large, the vestige of a barbarous Judaic superstition, from whose traditional rational and progressive men of science and culture were coming to release us.

While he venerated the reign of Louis XIV and the absolutist monarchy of France as against the aspirations of the church and nobility, he also praised the more liberal and

continued on page 10







## BOOKS

## The myth of the proletariat's revolutionary role

Injustice: the social bases of obedience and revolt  
by Barrington Moore, Jr  
Macmillan, £10.00  
ISBN 0 333 24783 3

Why do most human beings most of the time accept in practice their social fate, while some human beings on occasion seek desperately and in anger to change it? If the history of human society consists in this fashion, of long spans of apparently passive submission, punctuated by interludes of more or less violent revolt, how is this history to be understood? Why does it happen as it does and not altogether differently? Still more blatantly, what is the meaning of the history of human society? Does it, indeed, have any meaning?

Most academic practitioners of the human sciences presumably possess beliefs of some character about these vertiginous questions. But very few of them, for evident reasons, care to premise their academic ventures on too explicit answers to such questions. Who knows the answers to such questions? Are answers to them indeed in any sense possible items of knowledge? Even Marxists, who must in some measure identify themselves as such by the claim to know at least the general character of the answers, have become increasingly reluctant to specify clearly and in public what the correct answers should now be judged to be.

In his new book, *Injustice: the social bases of obedience and revolt*, Barrington Moore offers a general answer to these questions, something close to a theory of history. It is a strange and touching offer for a social scientist to make—and one rendered all the stranger by the simplicity, directness and modesty of the tones in which it is made. It is also an offer which many of its older potential readers must be existentially rather firmly committed to refuse. For, despite the modesty of the tones and the civility of Moore's intellectual manners, what the offer amounts to is an uninhibited frontal assault on the answers to these questions to which either positivist social scientists or theoretically convinced Marxists are at least implicitly committed.

The attack on positivist social science, on intellectually by now somewhat glibly but demagogically still extended target, is not an attack on positivist commitment to scientific method, or even on the simplistic conception of the character of scientific method to which positivist social scientists have certainly in many cases been liable. Moore himself believes robustly in the value of scientific method and has a wholly unambiguous conception of what it consists in (albeit a conception which may well in fact be better characterized in terms of honest inquiry than in terms of method—as such at all). One simple way of summarizing the focus of Moore's attack would be to express it as a rejection of the positivist separation between fact and value, an increasingly common focus of anti-positivist criticism because of the distinction's steady theoretical decomposition within the philosophy of natural science. But Moore himself believes in facts as fervently as the most unrepentant positivist (or sane human being). What is crucial is that he does not believe that "many facts about human beings are moral facts."

In rejecting the positivist conception of the human sciences which has largely prevailed in the United States of America since the Second World War, what Moore is above all doing is to espouse, as a central aspect of any veridical understanding (including causal understanding) of human history, a version of naturalistic ethics, a philosophical point of view, it must be said, it is not as yet a very clearly and commandingly analysed form of naturalistic ethics. But in the less demanding context of the practice of the human sciences, the way in which it is set out gives an occasion for intellectual apology. More pragmatically, what it amounts to as to doctrine is the



"Here's to Noke! The young revolution is dead," Georg Grosse's caricature of the Brezhnev, April, 1919.

view that those in quest of causal understanding of human society must in its history will be wise to seek it not merely by searching for recurring patterns of sensory data but also by seeking to extend their human sympathies and to cultivate their moral sensibilities (two closely related tasks).

Moore rejects the still very effectively institutionalized approach of positivist social science (not a term, it should be made clear, which he himself uses) essentially on the grounds of its moral stupidity. The idea of it he offers his own (it may well be thought) better intellectual intentions. He has been inspired to do so, as his past work makes clear, and as he in effect tells us in a footnote in the present volume (page 474 at least in part by the morally engaged writings of a number of leading socialist historians, some of them Marxist (notably E. P. Thompson and Eric Hobsbawm). Marxist intellectual work may be thought of, from one perspective, as an attempted institutionalization of good intentions, the creation of an intellectually and morally solidary culture of reflection of existing social injustice and the use of this culture in the orientation of thought and action against

Before he wrote this book it would have been an easy enough matter to explain why Moore is a close student of the political development of the Soviet Union and a figure of intense personal independence, was not a Marxist. But in writing it he has in effect answered the question for himself. His own answer, given a great deal deeper than the composite inferences which readers of his earlier works were in a position to draw could possibly have suggested. Injustice is a politically engaged work, work about political possibilities and how to assess them; and its deepest message is that Marxism is irretrievably flawed as an intellectual device for such assessment. It is flawed, from its origins in the violent—and appropriate—emotional rejection of injustice, by an irretrievable commitment to overestimating the causal opportunities

trially valid understanding of the hopelessness of confronting the repressive apparatus of a modern state while this is still in working order. The revolutionary consciousness of the proletariat, a motif necessarily central to Marxist theory, in so far as this remains a theory of human self-emancipation, Moore sees as simply a myth foisted off on them by Marx and reconfirmed ritually by subsequent officials within the Marxist ecclesia.

For the actual consciousness of the proletariat, in and out of revolution, Moore feels a large measure of sympathy (the sympathy to which the victims of history are entitled); and he acknowledges handsomely the extent to which Marxist historians have made such sympathetic understanding concretely possible. But he also feels a large measure of sympathy for the fact that the sober and responsible defensive consciousness of the proletariat in its lengthy experience of repression did, or does, or could offer a potentially more emancipatory structural framework for the conduct of social relations in industrial society: one which could be expected to resolve the problems of order and the organization of production, while inflicting vastly less arbitrary suffering on the majority of the human beings concerned.

There are two rather different reasons why Moore regards this conclusion (grateful enough to some Leninist ears) that a coherent conception of a better mode of social organization and of how this can be implemented in practice is a facility which the proletariat have always over, in so far as they have had access to it at all, to the creative talents of bourgeois intellectuals. (Moore is fairly sly about the indispensability of revolutionary parties in the disruption of uncivilized and chaotic social relations about their role in the creation of post-revolutionary bureaucratic dictatorships; but he does give revolutionary intellectuals their due simply as contributors of novel and historically consequent visions of society and of the social order.)

For transcending such injustice, this is, of course, a vordict which can be reached by Harvard professors with relatively little spiritual expenditure. But it seldom is very commanding vordict when it is attained by such routes. What gives Moore's present book its remarkable moral force is the extent to which it represents the triumph of intellectual experience over intellectual hope.

The theoretical site of the error to which Marxism is in his view irrevocably committed is the historical role which it assigns to the proletariat. The central theme of his book is a study of the history of the German proletariat from the early nineteenth century to the rise of Hitler: the class whom the youthful Marx cast as the historical avengers of German society, which in the political form of the SPD of Engels's old age promised (though it refused to proclaim) the peaceful and democratic transformation of society into socialism, which sustained the German war effort from 1914 to 1918, rose in incoherent spasms in the chaotic aftermath of defeat, and in the course succeeded in Hitler.

The question which Moore asks of this history is in the first instance innocent enough. Was the German proletariat ever revolutionary? He asks it doggedly but unhearingly on stage after stage of the history of the German working class, seeking to understand (the beliefs, attitudes and sentiments) of the different segments of this class were as they were, pressing down upon them and refusing to confer upon them a confidence, a clarity of vision and a sense of a better future world, there for the winning, which history in fact denied them.

What he brings home with overwhelming force is the ineluctably defensive character of revolutionary action by the proletariat, the modesty of the hopes on which it has been premised, and the extent to which it has always been restrained by a painful and

tainly to go for the jugular.

Just because it does have such force (if politely stated) implications for the intellectual approaches and political hopes of many who welcomed his *Social Origins of Dictatorship and Democracy*, his friends and his more enemies than the earlier work. There is no doubt, however, that it is the deeper work of the two, richer more suggestive, engaged against altogether more elusive and more important targets. Many of its emphases are of very great importance, notably the persisting sense of the necessity of seeing what actually occurs in history in the light of suppressed alternative possibilities, possibilities suppressed by the successful application of violence or betrayed by the weakness of human understanding or human will. (Since history is made by the actions of men and since how men act is in part determined by the limitations of their understanding and imagination and indeed of their courage and endurance, it is both ludicrous and degrading to conceive the way in which history happens, with man's humanly relevant sense inevitable. Much, of course, cannot happen. But the inevitability of everything which happens (human action and function included) lies, if it lies anywhere, in the eye of God. It is no way for men to understand history, still less for them to seek to make it.)

Moore does not have anything intellectually very decisive to say on the question of how precisely such alternative possibilities are, present or future are to be assessed. But he does advance the strongest case which anyone has yet voiced for placing the attempt to assess them at the centre of the project of understanding politics. His emphasis on the crucial role of human judgment, perception and commitment in determining the reproduction or destruction of social arrangements—of ideology in deciding the fate of structures in crisis—marks in some ways a departure from the position which he adopted in *Social Origins*, a belated acknowledgment of the causal weight of culture at some key moments in history.

What Moore offers in his present, more general and theoretically diffident, work is not an overbly general intellectual rhetoric for understanding everything human, but a variety of suggestive lines of thought and a ringing vindication of the cognitive and moral peril of any attempt radically to separate causal understanding from moral experience in the attempt to grasp why societies persist and change as they do.

His book has little rhetorical élan; and its treatment of some issues, particularly the concept of pathology in relation to social arrangements—any practitioner of the human sciences will be able to pick an example of their own—leaves a little glimmer. But its virtues are importantly related to these weaknesses. It is magnificently unconcerned to impress its reader, treating them throughout as intellectual and political adults and regarding adulthood in either dimension as a strenuous achievement for anyone. Politically it presents a liberalism without, and without stupidity, one which can confront the record of history without flinching and which refuses to pretend to any transcendent future. Its message is in the end exceedingly simple: a reiteration to all human beings of the vision of rule which his fellow suburban Bostonian Henry James averred, hovers over all of human experience and "bids us learn to will and seek to understand"—the suppressed educational promise of the sciences of man.

Moore is not in the end a very powerful ideologist, caring too much whether what he says is true to concentrate on how to say it to best effect. But his book carries with great clarity and resonance the voice of a great teacher, all in quest of the pupils he deserves.

John Dunn

## BOOKS

## Saying it with words

Language and Situation: language varieties and the social context by M. Gregory and S. Carroll  
Routledge & Kegan Paul, £4.50 and £2.25  
ISBN 0 7100 8756 X and 8773 X

Language as Social Semiotic: the social interpretation of language and meaning by M. A. K. Halliday  
Edward Arnold, £9.95  
ISBN 0 7131 5967 7

Sociolinguistic Patterns by William Labov  
Blackwell, £10.00 and £4.95  
ISBN 0 631 17710 8 and 17720 5

The Social Context of Language edited by Ivana Marková  
Wiley, £10.00  
ISBN 0 471 99511 8

Sociolinguistic Patterns in British English edited by Peter Trudgill  
Edward Arnold, £9.95  
ISBN 0 7131 5968 5

The fact that these five volumes on aspects of sociolinguistics came to me all together has made clear that important changes can be seen at work in the nature of the discipline of linguistics. The old view no longer obtains (at least it was current in the sixties), that linguistics could with safety be divided up into "core" and "peripheral" studies with almost all honours going to the core theoretical descriptions of language and socio and psycholinguistics being unplaced. What was seen then as merely peripheral is now, quite rightly in my view, central if not core.

In its own way each of these volumes makes a serious attempt to break down the unnecessary disciplinary barriers of study focusing on language by stressing in Labov's well quoted and valuable remark that "language is a form of social behaviour". In his foreword to the British edition of the Labov volume, for example, Professor John Lyons discusses Labov's timely comment on the use of the term "sociolinguistics" which was thought once to imply "that there can be a successful linguistic theory, or practice, that is not social". These and many more debates in the five books are clear indications that sociolinguistics has come of age and is now capable of highly sophisticated descriptions of language in many different contexts.

Gregory and Carroll's contribution, *Language and Situation*, is the second in a series of texts designed to present to students main themes in sociolinguistics. The collection in this remit is a very well done for it discusses in a very readable way most of the basic issues of sociolinguistics with a wide field of reference so that students are positively encouraged to look at what other writers facing problems of describing linguistic events have done. The authors provide a first rate in-

troductory textbook which will be of the greatest benefit to students; they define terms, describe debates and suggest new directions with great style and clarity. The critical should take its place in the personal library of every student of linguistics.

The Halliday volume collects in one place 13 of Halliday's previously published chapters, articles and essays on the theme of language and social interaction. Given that the original presentation of these essays was in so many different places under quite special auspices this volume has a decided and most satisfactory uniformity. The original essays were written between 1972 and 1976 when Professor Halliday was apparently at a critical stage in the development of his work.

This present volume provides a most valuable service in bringing them together in one place so that the exposition of Halliday's development of his approach can be understood very clearly. It can be seen actually at work, painstakingly considering questions about language which had not then been formulated by linguistics whose main concern has been with language as object. Time and time again, from the slightly differing standpoints demanded of the audience he is originally writing for, Halliday attempts to look at language "from the outside inwards" so that language becomes one resource, but a principal one in the process of the exchange of meanings between individuals. So in this volume there may be seen a concentration on the sociolinguistic patterns of the community with a special reference being made to the process and experience of education.

Labov's *Sociolinguistic Patterns* is the first British edition of the book published in America in 1972. The book brings together important articles by Labov up until 1972 on many aspects of sociolinguistics. Of special note are reports on his work on linguistic variations, linguistic change, social stratification and detailed information on the collection of data from Martha's Vineyard and New York City. Blackwell have done a great service by publishing this book in Britain; its more general availability is most welcome as it is now possible for students to buy for themselves a primary text. Labov's great contribution to the development of new ways of looking at language and the devising of imaginative yet systematic empirical techniques for collecting data may be seen in total in this volume. The areas of language in its social context rather than as a collection of what he began, as barren territory but with his own work Labov has turned what he referred to as an abandoned backyard, overgrown with various kinds of tangled, secondary scholarship, into an abundant harvest of new ways of looking at contemporary linguistics. Each of these five volumes owes much to his scholarship and methodology.

The Marková volume, *The Social Context of Language*, comprises contributed chapters which arose

out of a conference held in 1975. It is a contribution to the social psychology of language which, although from a different perspective than the other sociolinguistics books reviewed here, gives many valuable insights into the social functions and psychological origins of language. The detailed considerations regarding the acquisition and development of communicative behaviour and the transition to early language of very young children are justly to be recommended.

One is forced, merely by having these five books together, into a comparison of approaches and methodologies; the Marková volume is in the empirical psychological tradition with much of the data collected by means of actual experiments manipulating variables in tasks with young children. Some chapters, however, particularly those of Bruner, McNeill, Marková and Fielding and Fraser, discuss major issues of the social context of language from a psychological perspective. Such topics as language and thought, meaning and reference, attribution, conservation and others are examined closely by the authors in very different ways. This gives great strength to the volume and makes me wish that sociolinguistics and social psychologists colleagues could get together in order to study language in a social context.

The volume edited by Trudgill, *Sociolinguistic Patterns in British English*, contains specially written chapters which examine many aspects of the varieties of English spoken in Britain. It has chapters on work in several regions of England, Scotland and Northern Ireland based on empirical work on language as it is actually spoken. Trudgill and most of his fellow contributors pay explicit homage to Labov's work, as indeed does the title of the collection. Much of the work reported is within a theoretical and methodological framework Labov established. This survey of current work on sociolinguistics in Britain is extremely important. It may be characterized by its clear descriptions of contemporary language contexts which analyse significant aspects of sociolinguistic patterns in ways which allow more general points to emerge concerning the nature of language and society. I have said that many of the contributors pay tribute to Labov but it must also be added that the influence of Peter Trudgill is clearly to be seen. As editor he has produced a volume in which chapters take very complex issues of detail and yet all is made extremely readable; and as a distinguished scholar himself he has given the lead for the creation of a British school of sociolinguistics.

This is a superb collection which makes sociolinguistics come alive. I recommend it unreservedly. A great day for linguistics!

Sinclair Rogers

## Deutsch—the first 1000 years

The German Language by R. E. Keller  
Faber, £25.00  
ISBN 0 571 11159 9

In terms of sheer numbers, the German language has the biggest speech community in Europe. There are over 90 million native speakers in Germany and neighbouring countries, and in addition German is taught as a foreign language in schools. This alone would be sufficient justification for a comprehensive survey of the language. Rudolf Keller, Professor of German at Manchester, is one of the few experts really qualified to undertake such an enormous task for the series "The Great Languages" under L. R. Palmer's editorship.

To attempt a historical account of any sphere of human accomplishment is difficult enough. You need to know how that system works in its intricate detail, and you need to have an understanding of how the parts fit together to produce an effective whole. Traditional comparative historical linguistics often

missed the wood for the trees by regarding isolated letters, sounds and words as instances of change in time rather than as collective instances of systems of communication. To avoid such limitations, structural linguists since Saussure have tried a whole-systems approach, with varying degrees of success.

Keller steers a middle course. He compares four main stages in the development of the language (Old German, Middle High German, Early New High German, and Modern High German) in terms of their external-cultural settings and their internal-linguistic structure. The parallel cuts are made at significant dates, approximately at 850, 1200, 1500 and 1850, and a deliberate effort is made (not always successfully) to relate the corresponding sections on the phonological, morphological, syntactic, and lexicosemantic sub-systems from one chapter to the next.

The overriding problem is that of linguistic "typification". What are the factors that have contributed to the emergence of standard German? Keller's unique achievement throughout is to have clarified these complicated regularization processes. When, for example, he documents the earlier forms of the *Schreibsprache* which, as he rightly says, "can mean both written language and standard language", or when he illustrates the contemporary *Umgangssprache* that "has a homogeneous phenomenon of the elusive German semi-standard", in partial contrast to such variants as spoken dialects and specialist registers.

One could, of course, quibble about minor deficiencies. Keller exemplifies the relative importance of different text genres, but neglects "text" as a theoretical category in the explanation of discourse cohesion and language variety. He emphasizes the links between space, time and language, but devotes only 158 out of 650 pages to today's trends.

However, the final impression must be one of admiration for the mastery synthesis of scholarly detail and gracefulness for the clear exposition of a difficult subject.

R. R. K. Hartmann

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## BOOKS

### Politics at the local level

*A History of Local Government in the Twentieth Century*  
by Bryan Keith-Lucas and Peter G. Richards  
Allen & Unwin, £7.50 and £3.50  
ISBN 0 04 352070 7 and 352071 5

K. B. Smellie's slim monograph apart, there has been no student text of any value devoted solely to the historical development of local government in England and Wales in the twentieth century. This volume seeks to fill the gap. On the whole it succeeds for both authors have a good eye for the main drift and the key issues, so that nothing of any real significance has been left out, and at the same time both authors write with economy and clarity. I did, however, find the devotion of a whole chapter to Populism a little puzzling, especially as it has appeared

elsewhere. It must be said that this book does not quite match the verve of its illustrious predecessor by Redlich and Hirst, which covers the period up to 1902. But we live in a less optimistic age and neither author reveals anything like Redlich's staunch adherence to the "onward and upward" view of the British democratic tradition. Indeed, they are usually inclined to pour cold water on anything that smacks of a theory. Fortunately, they have chosen to present their story by subject—functions, people, finance, party politics, and so on—and this provides a much greater coherence to the book than would have been possible if it had been a straight chronology. Another of its merits, and one which distinguishes it from so many local government texts in the past, is its recognition of the importance of party considerations in the creation of our present system of local government and the way in which it operates. This emphasis may not please strong Labour supporters, however, for it is almost impossible to find any reference to the Labour Party that does not show the party in a bad light, whether the subject is the aldermanic system, the role of the chief constable, the Poor Law, rewarding, local government reform or central/local relations. Obviously such accusations of bias are a risk the authors run because they have sought conscientiously to provide an accurate picture, but discussion of party is a delicate matter in academic discourse, and a study which parades so many Labour faults but makes no mention, for example, of the possibility that Conservative Party advantage may have been determined at least some of the boundary drawing of the 1972 Local Government Act is unlikely to help the book establish itself in its rightful place as a standard text.

L. J. Sharpe

### A tale of two policies

*The Politics of Housing in Britain and France*  
by Roger H. Duclaud-Williams  
Heinemann Educational, £9.50  
ISBN 0 435 85222 1

The basic source of contrast between French and British housing policy is that the French determined their objectives and devised consistent strategies soon after the war, with the result that the pattern of policy development has been gradual, rather than abrupt, and founded firmly on three statutes implemented before 1950.

This policy framework, comprising the Rent Act 1948, the quasi-public sector housing programme and the HLM sector (similar to local authority house building), has remained comparatively stable without any fundamental reorientations, despite the fall of the Fourth Republic in 1958 and the political events of the 1960s. Although the 1948 Rent Act provided the minister with wide powers of control the scope of control has declined gradually so that fewer and fewer privately rented houses have fallen within its powers and greater flexibility is allowed for the level and the raising of rents. Moreover, changes have been made without the major political clashes that have been so evident in Britain. By contrast, Britain has experienced abrupt changes in policy such as the Rent Acts of 1957, 1965 and 1974 with control embracing more and more of the private rented sector.

A further aim of French housing policy has been the financing of private housing through loans and subsidies provided by *Credit Foncier de France*, juridically a private bank but with a board appointed by the Minister of Finance. *Credit Foncier* draws its funds through issue floats, from both the public and private sectors. Although subject to government control as a semi-public body, the level and extent of intervention bears more resemblance to British government support of the building societies, particularly during the past few years. *Habitations à Loyer Modéré* (housing at moderate rents) are state agencies, though not local authorities, charged in France with public building for sale and to let. Although they existed in the pre-war period, the 1948 Act put them on their feet again, maintaining their traditional structure and operation. They are financed by state loans at very low rates of interest and enjoy a good deal of autonomy in the selection of tenants. Their housing programmes and costs, however, are controlled by the state. Since each organization is required to balance its books, rents are largely dependent on the financial terms granted. Stability and continuity is most obvious in the HLM sector which is more akin to British housing associations under the Housing Corporation since the Housing Act of 1974, than our local authority sector.

Although Duclaud-Williams has successfully examined the develop-

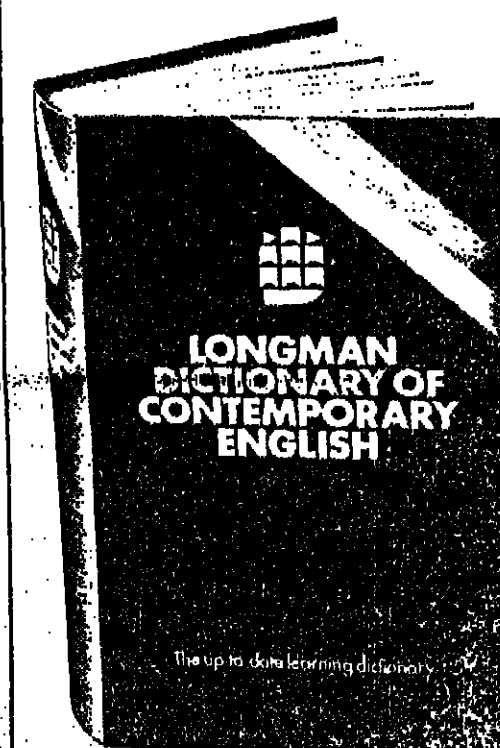
ment of policies in Britain and France, he is stronger in rationalizing these differences than in making deductions from the basic economic variables pertaining in the two countries. Little is said of demand and supply relationships; in particular any differences between price and income elasticities of demand, and the role and impact of the construction industry. Does economic obfuscation surround French "moderate" rents as it does United Kingdom "fair" rents? Also little quantitative information is given in respect of the total size and distribution of state finance, subsidies and tax relief and their impact in the two countries in the context of fiscal policy.

Given the major changes and ramifications for United Kingdom housing policy, particularly in the rented sector, some elaboration (or even speculation) on how these Housing Bills (on average one new White Paper per annum since 1948) came to be published would be of service to those bewildered by the informal political discussion that must have taken place before the more bizarre policies were implemented. On the other hand, the author does provide a very well researched commentary to the parliamentary debates and issues surrounding United Kingdom legislation and steers an objective and critical passage through the mists. In particular, he has emphasized the polarization of party policies and its inevitable crude and inflexible consequences.

Duclaud-Williams has produced a well-researched book on the politics of housing policy between 1965 and 1972 (the period could have been usefully extended). It is a readable, in-depth institutional study, unlike the terse and mechanized approach often present in comparative studies.

David Stafford

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## BOOKS

### Risking the preposterous

*Romantic Origins*  
by Leslie Brisman  
Cornell University Press, £10.50  
ISBN 0 8014 1024 X

"A repetition in the finite mind of the eternal act of creation in the infinite I AM"; Coleridge's definition of the activity of the primary imagination is the starting point of Leslie Brisman's book; behind the Romantic concern with originality lies a deeper concern with "the nature of origin".

The first chapter opens, therefore, with an account of Kubla Khan as a search for origins, pointing to "Abora" as the aboriginal word, and to Kubla Khan's act of decreeing, not building, a pleasure dome in the beginning was the word. The vision in this poem breaks down, and the loss is marked in the final section with Coleridge's "Could I revive within me/Her symphony and song"; here Professor Brisman identifies Coleridge's natural man, whom he calls Porlock, and who keeps getting in the way of the poet. The poet has his greatest success in keeping out Porlock in *The Rime of the Ancient Mariner*, which is seen as a poem that does come to some sense of its own voice as being more "original", anterior and higher to the general natural accounts of Porlock. It is also about "original" sin, as sin that has "its ground or origin in the agent, and not in the completion of circumstances".

If Coleridge provides one point of departure, the initiate will probably recognize a clue to another starting-point in the title. After all, as Professor Brisman acknowledges, an "interest in origins is as old as literature itself", and what makes it of special concern now is the particular emphasis put upon it by some structuralist theorists. The book pays homage to two in particular, Michel Foucault and Jacques Derrida, not always to agree with them, but their influence has evidently been considerable. The finding in the eighteenth century of belief in the authority of the biblical version of the origin of man,

which gave a meaning to life and to the movement of time, left a vacuum which could be filled by language; Derrida says, "in the absence of centre or origin everything becomes discourse". Language itself becomes the new centre, and writers create new myths of origin; man becomes a function of his own flow of discourse, and origins can only be articulated in language. The notion of "origin" in Professor Brisman's book is derived in part from these critics, and he is not concerned with the formal aspects of the poems he considers, so much as with what he sees as their myths of origin, and of the turn means that he is concerned as much with their state of mind as with their verse, and another figure often present in the book is Freud.

Once past Coleridge, difficulties begin, as with Keats; *The Fall of Hyperion* offers plenty to work with, but in the discussion leading to this, which finds an space for the two greatest odes, those "On a Grecian Urn" and "To Autumn", Professor Brisman bullies poems to make them yield matter for what at times seems to be more an account of his own intellectual adventures than a reading of Keats, though his threat of falling from time to time into a mode of writing as erudite, metaphorical and oblique as that of Foucault himself perhaps contributes to this impression. So, for instance, of the beginning of the second stanza of the "Ode to a Nightingale",

O, for a draught of vintage that

Could a long age in the deep

delv'd earth,

he says: "Here ontogeny recapitulates the phylogeny of Keats's poems, just as the infantile means of ego identification via digestion suggests a line of development that culminates in a more complex attitude towards identification with an imagined 'other'". Either the biological metaphor is altogether too heavyweight, or Professor Brisman is being merely playful in claiming that the development of all Keats's poems is implicit in the evolution of this one.

There are further chapters on

Byron, Shelley, Blake, and interestingly on George Hardy, before the book closes with a long section on Wordsworth's *Prelude* as the most important and culminating example of poetic auto-genesis. This starts from the lines,

Menwille, my hope has been

that I might fetch

Invigorating thoughts from

former years.

(*Prelude* I 648-9)

Here already are detected a myth of memory, a myth of romantic origins, and "a host of critical questions about origins"; the commonplace phrase "invigorating thoughts" can stand, we are told, "for assurances of continuity in the face of death, disruption, or loss of power—assurances however ordinary or extraordinary". The argument goes on in terms of the opposition between "paternal" and "maternal" presences in *The Prelude*, between "traumatic" and "gentling" experiences. Much of it extends that playfulness which is the saving grace of the book, but also an irritant, in so far as this is not criticism about or of Wordsworth, so much as an exploration of linguistic possibilities sparked off by the text, a display of the author's own critical curiosity, and of problems that are his, and ours, more than they were Wordsworth's.

So the phrase in the title of Book VIII (the 1850 version is here preferred)—Professor Brisman chooses examples from the version that best supports his theme at any point—"Love of Man" contains hidden depths: "we cannot overlook the way 'love of man' in part conceals, in part directs us to two deeper topics: how it is we free ourselves to love, and why it is that coming to love should be considered such a problem". Whose problem is this? Here, as elsewhere, Professor Brisman, in his own phrase, "risks the preposterous", but in the end the risks are worth something. So, in this chapter he brings out the rich interplay between past and present, memory and revision in *The Prelude*, and writes scorchingly on the great passages on "spores of time" in Book XI and on Snowdon in Book XIII.

R. A. Foakes

### Virginia practising her scales

*The Diary of Virginia Woolf*

Volume II: 1920-1924

edited by Anne Olivier Bell

Longman Press, £9.50

ISBN 0 1012 0447 8

Reviewing a motley collection of Victorian memoirs for the *New Statesman* in 1920, Virginia Woolf remarked how they made her feel like a naughty, dirty, mischievous child. The uniform august tone—"not a doubt or a desire disturbs them outwardly"—makes these writers strangers, unbelievable, as if writing autobiographically necessitated building a solid front between reader and author. "Did they never amuse themselves? Was death their only amusement and rank their sole romance?" Faces impinge: "the self escapes. If she admired George Moore's *Italy* and *France*, it was because 'he has devised a means of liquidating the capricious and volatile essence of himself'".

Her own diary was a means to that same end and writing it was a pleasure and a safety-valve too, calming her when she felt

"jangled" as reading could not. "Tune the key factors to the being intimate while avoiding the 'damned egotistical'; utterly frank yet shameless; true to the mood of the moment, whatever that mood, without recourse to special pleading or excuse. She walks the tightrope with prodigious skill; engagingly, her relaxed confidence takes even herself by surprise. It helps that Virginia Woolf sees herself as writing for an older Virginia composing her memoirs and needing lively, spontaneous accounts of her past that will stimulate recall.

Consequently there is no concern for self-protecting defences or for politeness; immediacy is all, though the very fact of writing may provoke a more searching inquiry into why she responds as she does and then opinions and judgments are revised or intuitions clarified into insight. "Tunelling" is a favourite metaphor: it intimates perseverance and adventure. It also explains why so difficult a medium as a diary develops as she handles it a compelling unity, of which she herself is largely unconscious.

What fascinates are her changing method of recording events. The atmosphere generated in an account with a friend is important as an index to character. Ambivalences, incongruities and antagonisms in individuals excite her imagination, initial impressions rendered in brief, unexpected juxtapositions of selves give place as the acquaintance grows to the noting of details that define idiosyncratic behaviour; more developed anecdotes follow, until her mind evolves an image or a conceit that crystallizes the accumulated responses to perfection. In 1920 she fervently wishes she "could write [Forster's] talk down". By 1924 she is doing just that: capturing characteristic speech-rhythms and approaches in argument in her quest for the vital essentials of other identities. The process is expan-

sive and compassionate even when those identities are as troubling to her emotionally as Katherine Mansfield's or Mary Hutchinson's, whom she resents because their pettiness tempts her at times to display an acid quality she finds demeaning. Bloomsbury and Chesterton, Richmond, Garsington, Murray's Hampstead circle and the lonelier worlds of Forster and Eliot become richly familiar to us.

Parallel with all this and just as richly illuminating are Virginia Woolf's reflections on her practice as novelist while she works at *Jacob's Room* and *Mrs Dalloway*. Her aim is to "write from deep feeling"; her fear that she may "fabricate with words, loving them as I do". For posing and solving problems about style to present her changing conceptions of identity ("we're splinters and mosaics") grow ever more exciting as we realize how regularly her ways of sketching her friends unconsciously anticipate the resolving dilemmas as a novelist. In time she joyfully discovers this herself: "It strikes me that in this book I practise writing; do my scales; yes & work at certain effects". The spontaneity of the diary has helped "loosen the ligatures" of her more considered style, has awakened in her mind's ear the rhythm her inspiration depended on for the force of her creative flights to fly at its fullest. Tunelling to come at the truth about her friends has opened up to her new methods of fiction. The portrait of the artist emerging here is remarkably complete.

Anne Olivier Bell's scholarship is notable for its restraint: her judicious notes and appendices ensure that we read with full knowledge, yet never intrude on the intimacy Virginia Woolf establishes with her reader. It could not have been better done.

Richard Allen Cave

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# BOOKS

## Modern vibrations

It is indicative of the develop-

Professor Shilov's book is a reprint of a 1971 translation of a book based on much earlier work (not all misprints have been corrected). There is a good set of problems with solutions.

An able student would find the book useful, not only for its depth but also for its techniques on linear operators.

F. W. Poole

Chapter two begins badly with a "proof" of the false claim that angular velocities can be compounded like vectors (this is possible in special cases only). In the subsequent discussion of moments about a point and moments about an axis is decidedly confusing. (If the author explicitly mentioned that the vectors are perpendicular to the plane of the  $\mathbf{r}$  product vectors his figures 2.3 and 2.4 would come much more intelligible.) The discussion of moments of inertia is reasonably satisfactory, but sections 2.12 (and the earlier discussion of centrifugal force) could have been very greatly improved, probably with a net saving of space, by including the standard derivative formulas for radial and tangential accelerations in polar coordinates. The discussion of angular acceleration attempts to avoid the

The object of the book to make mechanics more acceptable to the student is laudable. The book for your students, is, unfortunately, not so well conceived. It cannot be said to be a masterpiece. In reality, it is a collection of interest bits, which are unrelated to other branches of mechanics, and because of this, the book is full of illustrations and many of the more important ones are in use in other branches of mechanics, both pure and applied. There is little of the flavor of a well written book, and it is not possible to do this in a first-year level.

I consider that the absence of references to appropriate texts in mechanics, differential equations, and vectors is a serious defect which would be a great hindrance to the student in his future work. There is very misleading material in the figure following the text in (2) (page 31) and figure (1) (page 35) is virtually unintelligible.

H. N. V. Temple

from viscously, heat con  
and delay in attaini

In a book which covers such a wide field and in such a novel manner there are inevitably faults. The true statement made very early about simple harmonic motion is not at all easily comprehended by a beginner and is further confused by a contradictory statement made

Unreservedly, this is an excellent book because it contains so much that is original in approach and twentieth-century in application. It has shortcomings, as do all books which endeavour to depart significantly from the usual scene. Those who study this book will be amply rewarded and stimulated. In the United Kingdom it is recommended especially to all those who lecture on these subjects to undergraduates and to sixth-formers.

**John Yarwood**

applies are broached in connection with the most general problem for describing the position of celestial bodies, and the general measurement of time. These passages to a mathematical treatment of the gravitational problem of Kepler and Newton, in the problem of the three bodies, derives the strange energy, derives the strange angular momentum. He shows their significance, and the Lagrange-Jacobi identity called the "virial theorem" received by many authors as a result on the partition of energy can be deduced from the virial theorem, subject to suitable conditions. He also derives Lagrange's virial theorem.

Richard Allen Cave lectures  
English at Bedford College, London;

John Dunn is fellow of Kings College, Cambridge, and his books include *Modern Revolutions*;

J. A. Fox is Reader in civil engineering at Leeds University;

R. A. Foakes is professor of English at Kent University and author of *The Romantic Assertion*;

C. W. Kilmister is professor of mathematics at King's College, London;

Iain G. Main lectures in physics at Liverpool University and is author of *Vibrations and Waves in Physics*.

**Paper £6.50**

This book is intended to be a text which an average mathematics student with little previous experience of vectors can follow with minimal guidance. The material covered is suitable for courses leading to most 'A' level examinations in both pure and applied mathematics and the liberal use of worked examples will be welcomed by students. At all times the authors attempt to draw on the students' general experience, develop the appropriate theory, and then apply this as widely as possible. After an extensive introductory chapter the essential work on vector spaces is developed. The general ideas are then investigated more fully in applications to geometry, kinematics, projectiles and impulse-momentum problems.

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C. W. Kilmister is professor of mathematics at King's College, London;  
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pol- Sinclair Rogers is head of the  
in- pariment of communications at  
gi- Northern Ireland Polytechnic and  
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Modelling (1160) p. 1  
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Social work: racism  
society: Islam (A)  
p. 181.  
18.40. Upon Taron M.

**Friday October 6**

18C 1. The age of remedies  
7.00. Trade (A242) p. 1  
18.00. Environment: (A242)  
p. 61.  
7.30. Genetics: Nature & man  
p. 131.  
18C 2. Economics and society:  
employment (A242)  
11/10/30 p. 61.  
7.00. 18th-century France II  
7.30. Revolution: Legacy (1024)  
Social work: racism  
society: Islam (A)  
p. 181.  
8.55. 18th-century society: France  
in Algeria (1430) p. 1

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